

**REPORT FROM
THE PRESIDENT**

**ANNUAL REPORT
OF THE CLA**

**INDEX TO CLW
VOL. 32**

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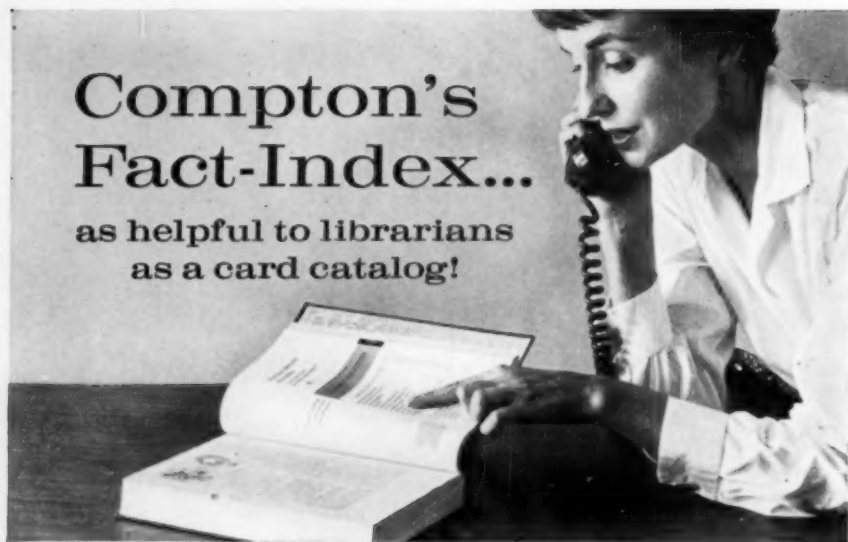
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Official Journal of The Catholic Library Association

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Number 2

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The *Wall Street Journal* of July 31, 1961, carried an article on the present status of librarians and libraries. "Library administrators estimate that right now there are job openings for 18,000 qualified librarians in the nation's 62,000 libraries." Although the article dealt specifically with the growth of public library systems—from 7871 to 8200 in five years—and the increase of special libraries—from 1600 to 10,000 since 1947, we can add the growth of libraries and the need for librarians in our academic institutions. How many school libraries are being denied the services of a qualified librarian? How many schools exist with no library service at all?

Steps in the right direction are the *Standards for School Library Programs*,* and the present ALA committee for the implementation of those standards. (The CLA is again ably represented on this committee.) Father Bouwhuis' article in this issue of the CLW should be required reading for all CLW readers.

In the overall picture, we should all be conscious of our profession and encourage others to join us. The stereotype of the yesterday librarian is being replaced by the image each one of us presents to the world. Do we carry about the "faint aroma of library paste," and "peer shyly at the world with blinking book-strained eyes," as the *Journal* claims? Or are we dynamic, aggressive, professional minded and aware of the positive contribution we can make to the world. "Pope Pius XII made it clear in numerous addresses that we should not be satisfied with mediocrity in any branch of knowledge . . ."**

* *Standards for School Library Programs*. Chicago: American Library Association, 132 p. \$2.50.

** From text of article by Father Bouwhuis appearing in October issue of CLW.

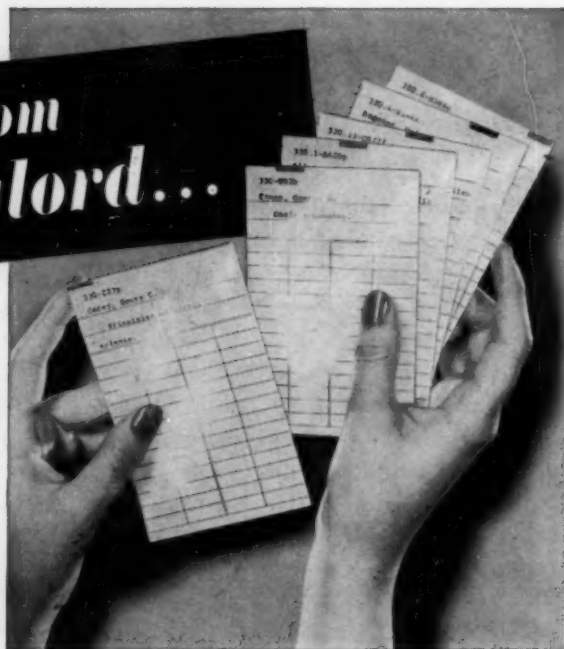
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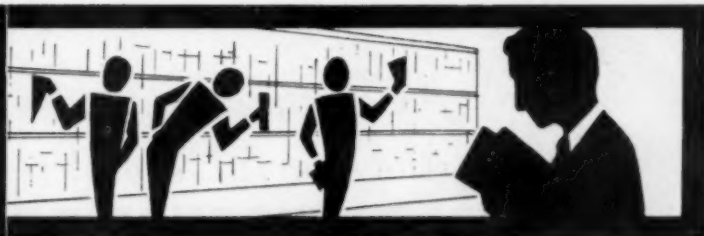


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Recognizing this need, the Council on Library Resources, Inc., in cooperation with the Library Technology Project of the American Library Association and the Special Libraries Association, commissioned George Fry and Associates, management consultants, to undertake a comprehensive nation-wide study of circulation control to identify the most effective systems and to develop new adaptations designed to assist librarians in this important area.

The findings, conclusions, and general recommendations of the investigation are embodied in a recently published report entitled **STUDY OF CIRCULATION CONTROL SYSTEMS**.

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Report from the President

BY REV. FRANCIS X. CANFIELD



Summer or winter, heat or cold, there is no rest for teachers and librarians. While CLA members were involved in academic and library programs during the summer months, CLA officers and Executive Council members were hard at work on Association business. Several developments merit special attention.

The vote on a revised dues structure was 90 per cent affirmative. Thus libraries with a materials budget of \$2,499 or less can afford to become institutional members at \$10.00 a year, receiving the *Handbook* and the *Catholic Library World* (now published nine times a year; the additional September number takes the place of the *Proceedings* and carries all the highlights of the spring Conference). Membership also makes possible the far-flung activities of the Association. If each Unit were to gain thirty additional members for the National Association, our immediate goal of an added 1,000 members would be realized.

Considerable time was spent this summer on the problem of centralization. Fr. Fintan Shoniker, Fr. Canfield, Sister Helen, Brother Aelred, Joseph Jeffs, Joseph Sprug, and Richard Wilt examined property again in Washington, D.C., and returned a negative recommendation to Council. Available buildings were not worth the cost either in purchase price or in leasing terms. A thin glimmer of hope still exists for renting the Carmelite property on Rhode Island Avenue, Washington; the problem is the matter of getting a variance on the zoning restrictions. Should this slight possibility also evaporate, a Committee will be activated to restudy the entire issue of centralization and submit further recommendations.

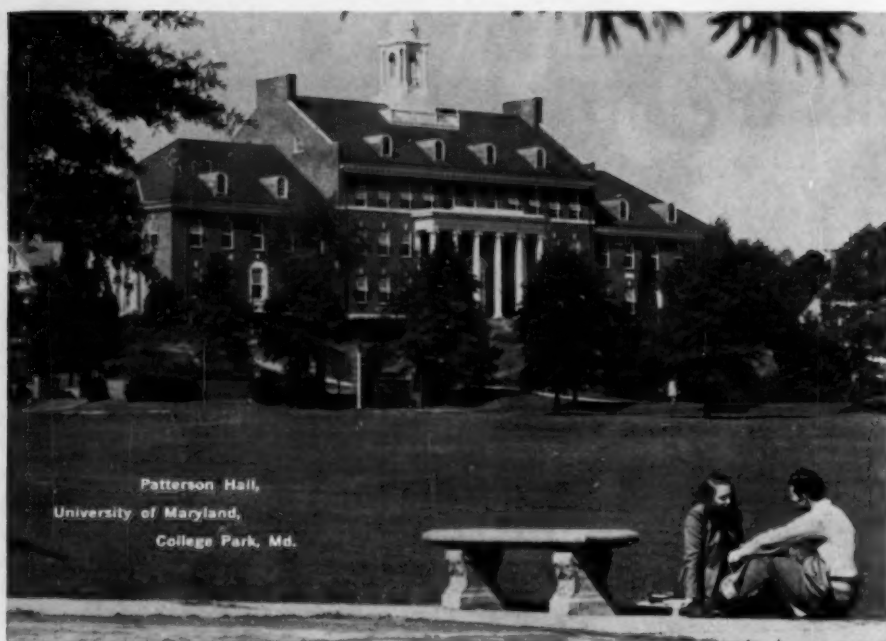
While the physical site remains a problem, a giant step toward centralization was taken in

August when Fr. Shoniker, chairman of the CPI-GCL Committee, and Fr. Canfield visited the offices in Washington and Villanova, and helped effect the transfer of all CPI-GCL business to the central office at Villanova. Henceforth the Washington office will concern itself exclusively with editorial and production work on the CPI and GCL. This step was authorized by the Executive Council at its fall, 1960, meeting. Incidentally, the CPI-GCL now rents a small house on Twelfth Street, N.E., Washington, D.C.

As another article in this number of the *World* indicates, Mr. Joseph Sprug has moved to California, thus ending his association with CPI-GCL after nine fruitful, dedicated years. Mr. Joseph Placek has been named acting editor of CPI and GCL. Mr. Richard O'Keefe has also resigned from CPI-GCL. Two new staff members have been hired: Mr. Paul Birkel who comes from the Cincinnati Public Library, and Mrs. Josephine Fang who worked on the CPI several years ago.

Brother Arthur and his Finance Committee have been busy fulfilling the charge of CLA members at the business meetings of 1960 and 1961 to invest CLA funds in securities that, we trust, will realize a higher return on CLA savings. Eighty-five thousand dollars has been invested in a mutual fund and in top-grade stocks. Dempsey-Tegeler and Co. served as financial consultants.

Pittsburgh and the '62 Conference are not far off. Mr. James Cox, librarian, Loyola University, Chicago, is serving as Program Chairman, and Miss Catherine Butler, director of the Carnegie Library, Homestead, Pennsylvania is Local Arrangements Chairman. All signs point to a superb program. For example, Bishop John J. Wright will speak at the Conference Luncheon.



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Annual Report of the Catholic Library Association 1960-1961

BY M. RICHARD WILT

Executive Secretary
Catholic Library Association
Editor, *Catholic Library World*



In the September issue of the *Catholic Library World*, the reports of the various CLA committees were published. Formerly, these reports were printed in the *Proceedings* and it was necessary to include them in the annual report of the Association. All members have received the September issue and know firsthand the progress and programs of each committee. This report then will concern itself with the activities of the Central Office.

Membership

There are now 3,191 members in the CLA. This represents only a slight increase over the preceding year. At the St. Louis Conference, I reminded the members present that an increase can be achieved only if former members continue their memberships and new members join. Even though we increased our membership by approximately 275 during the past year, over 125 former members failed to renew. Renewals for the 1961-62 membership year are coming in slowly. It was our intention, as we announced publicly, to have all renewal notices in the mail before the close of the school term. The adoption of the new dues structure and the decision to submit the dues raise to a vote caused a necessary but regretful delay. Those members, to whom we were able to explain the delay, agreed that we had no alternative. The new Membership Committee has developed a program to expand the activities of CLA on the diocesan level. The major point in this program will be to encourage Units to exhibit CLA publications and services at diocesan teachers' conferences and school meetings. The Central Office will supply to any Unit, upon request, the materials needed for a CLA exhibit.

The Catholic Library World

During the past publication year, the *Catholic Library World* continued to be an attractive representation of CLA. The publication schedule received much criticism, especially when an issue failed to appear in the month it was dated. The editor tried to please all contributors by extending deadlines so that all copy could be included as agreed. At times, it was necessary to go to press without scheduled copy because further delay would have encouraged more criticism. Mr. Redding deserves our sincere thanks for his work with the *Catholic Library World*.

The addition of a September issue of CLW increases our schedule from eight to nine issues for the year. The September issue carries a selected number of addresses and reports from the Conference. The remaining speeches will be published in subsequent issues of the CLW during the year. There will be no change in policy. The membership will continue to determine the suitability of material and the quality of content. Manuscripts are always needed if we are to serve the wide range of interests of our members.

Publications

The Catholic Booklist, 1961, edited by Sister Mary Reynoldine, O.P., of Rosary College appeared on schedule and was publicized in conjunction with Catholic Book Week. Back issues of *The Catholic Booklist* continue to sell and we remind our members that these issues are available from the Central Office.

The publication of the *Basic List of Books for Elementary School Libraries* had to be postponed from its original announced date. The

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Committee experienced numerous problems which forced the extension of the deadline to November, 1961. The American Textbook Publishers Institute grant of \$4500 is still available to the Association if this new deadline can be kept.

Annual Conference

Our 37th Annual Conference attracted 732 registered delegates from all parts of the United States and Canada. The combination of speakers, exhibitors, hotel accommodations and a hard working local committee accounted for the success of the conference. The 38th Conference will be held at the Hilton Hotel, Pittsburgh, Pennsylvania, April 24-27, 1962.

Catholic Book Week

Interest in the observance of Catholic Book Week continues to grow. The distribution of our posters, book lists, bookmarks and other CLA material reaches a widespread audience. We feel, however, that more of our members should participate in the promotion of Catholic Book Week. It has been suggested that we start our mailings earlier. This would pose a problem to the book lists committees. If the book list is to be representative of the year's best books for Catholic reading, an early cut-off date would preclude the inclusion of early Fall titles selected by the committees. The support of the National Council of Catholic Women, the Catholic Press Association and the National Office for Decent Literature was most gratifying.

IN NEED OF BOOKS

The 900 Catholic students of Southeastern Louisiana College, in Hammond, Louisiana, are in need of books for their new Catholic Student Center. The Archdiocese of New Orleans provided \$330,000 for the structure to be used by the faculty, students, and people of the area who have no other source of reading material. Should your library be able to assist the Catholic Student Center in their need for good books, contact the Rev. Michael Murphy, O.P., at P.O. Box 787, Hammond, Louisiana.

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THE CATHOLIC LIBRARY WORLD

The Function of the Unit: Ideals and Realities

BY REV. FRANCIS X. CANFIELD

President, CLA



Catholic Librarians are the most gregarious people in the world. There probably isn't a week in the year when they aren't assembling at a meeting of some kind.

They're busy at workshops, compiling book lists, union lists and catalogs, programs, book weeks and library weeks, author luncheons, book fairs. And of course before any of these activities can come off successfully, there are hours—nay, days—of committee meetings and correspondence and telephone calls. Sister Edward's column "CLA News and Views" in CLW gives an impressive over-view of how much is going on. I'm sure that we must at some time have stepped back from it all and asked, "Is all this necessary?"

And I'm sure too that we have seen in this moment of truth that without a sharing and pooling of energy and talent each one of us as individuals would be the poorer for it and our libraries and the people we serve would be losers as well.

At the very outset of another Conference of the Catholic Library Association, the 30th Anniversary of our existence as an independent organization, we can find encouragement—and purpose—in the words of Rev. R. W. Gleason in *To Live Is Christ* (Sheed and Ward, 1961, p. 10):

Brotherly love for the members of Christ's Mystical Body is the living sign of my love for God Himself. Charity is in this sense an epiphany

This address was delivered by Father Canfield at the Pre-Conference session of the 37th Annual Conference in St. Louis, Missouri.

of that future blessedness in heaven when God Himself will be the object of our Common Joy. Hence my vocation as a Christian is an immediate call not to isolation, but to a community binding me to all other men.

Piety never a substitute

Piety is never a substitute for professional competence, nor for the application of human intelligence and energy to a problem. But it is good for us to recognize that what we find necessary professionally is at the same time a concrete fulfillment of a basic tenet of our faith.

And may I emphasize that the charity Father Gleason stresses as a motivating force for communal effort should propel us into a cooperation with all who share our professional interests, not just Catholics or those identified with Catholic institutions and activities.

But our immediate concern is our own work. And at this Pre-Conference we are focusing on the Unit as "life of the National Association." And I in this talk on the Function of the Unit: "Ideals and Realities."

Dependent on enthusiasm

Indeed we cannot stress strongly enough that the Association as a national organization depends ultimately on the vigor and enthusiasm of people like you who provide leadership in local and regional Units.

The objectives of CLA are spelled out in the *Handbook*—page nine of the 1960-61 edition—but these goals can be achieved only by human beings.

And human beings function within a particular framework of space and time. The "ex-

istential fact" is that we work at specific libraries and institutions scattered geographically across the continent and even half way across the Pacific Ocean.

Except for the tremendous work of our paid staff at Villanova and Washington—a relatively small group of about ten people—the projects of the Catholic Library Association are carried on by people in cities and towns as far apart as 2,500 miles from each other, even 5,000 miles from each other.

Strong sense of unity

My point is that for the realization of the goals of the Catholic Library Association a strong sense of unity must bind together the members of such a vast dispersion. *But*, in the actual operation and achievement of the tasks, it is the local and regional group, relatively close to one another in time and space, who can best achieve the cohesion that is essential for results. And the cohesion that exists within that orbit makes possible the unity and cohesion that the national association must enjoy for concrete results.

Need I stress that for this national cohesion we in the local and regional units must be conscious of a twofold role: first, as members of a local unit, and second, with equal enthusiasm as members of the national association.

The two roles converge in the individual. Or, to think in terms of the group, the Unit exists not only to bring into a local or regional context the objectives of the CLA, but also to contribute to the broader spectrum of the national association. To divorce the two roles is to make parochial and provincial the local group and to make impossible the achievement of objectives that hinge on the support of a national membership.

As obvious examples, the growing CPI and the GCL, truly valid book lists, the impact of Catholic Book Week—these achievements are possible only because of cooperative, cohesive national membership.

Librarians band together

I think a very pertinent point is the limited number of librarians who exist. Because the very nature of the work means that there are relatively few people engaged in it, then all the

more reason for those people to feel a responsibility as individuals and as groups, to band together to carry out projects that would be impossible without cooperation . . . and that enrich and advance the profession.

But I have a feeling that I'm carrying coals to Newcastle. Surely you who have come from miles away, many of you leaving your homes on Easter itself to be here for this pre-Conference, are hardly in need of this kind of homily or fervorino. Still I think there is value in reminding ourselves occasionally that organizational work is necessary and devolves upon us all as responsible members of a profession.

Thus the ideal of the Unit: its members recognizing responsibilities to their immediate local and regional family and simultaneously to the larger society of a national association. This twofold role should be easier for us to see in a day when we are involved politically and economically in every corner of the globe, easier than perhaps it might have been for some of our forbears who labored before the world was made into one large backyard or campus by the speed of jet airliners and intercontinental missiles. This ideal must always direct and sustain us.

But lest we dash off in all directions like the rabbit in Alice's Wonderland, we must face the realities of the human situation.

Tested techniques needed

We must implement our ideal with tested techniques, with projects that are realistically conceived within the reach of our resources, especially in terms of time and talent. Otherwise, if we stretch beyond our reach, we may fall flat on our face and then the ideal seems more like spots before our eyes than a star to guide us.

May I make some observations that we all can ponder, observations that I feel are relevant to a realistic attainment of our goals.

1. People are more important than anybody. That sounds like something Charlie Brown might say, or even Snoopy his dog.

But there is a hard fact in life that unless there exist the people who have the talent, who have the interest and are willing to give the time, then the noblest project will never get beyond the talking stage.

2. Paradoxically, people need projects. Unless there are clearly defined and substantial,

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concrete projects in which people can invest their energy and, above all, which they can see come to fruition and completion, then the most valuable people, the people with competence and a generosity of spirit, lose interest and the rest of us engage in glorified socials.

3. And still another paradox, if we don't use a light touch, if we fail to realize that the people in organizational work such as ours are human beings who often carry a staggering work-load, and that lay people have responsibilities of home and family that have a prior call upon their time and energy, then we run the risk of making unjust demands on them and frightening them away. And of course, to indulge in a little pragmatism, under those conditions the projects never come off successfully.

4. This inter-play or complex of people, projects and the possible leads naturally, I think, into the specifics of the work we undertake.

Group interests should develop

In all areas, sections, units, national association, there should be a realistic appraisal of immediate needs and long-range targets. These needs and targets will vary with local and regional groups. They will often grow out of group interests that somehow, spontaneously or designedly, develop among us. In one Unit it may be an interest in student library assistants in the schools; in another, book reviews as in the high school section of the northern Ohio Unit. In another, a union list of Catholic serials as in the Michigan Unit. In the Galveston-Houston Unit, a Catholic Book Forum has taken shape in the past year.

The point of all this is that no one project is the magic formula for all Units, but that projects should meet local needs and interests.

5. Long range goals, I submit, are also desirable. The term "long range" is relative. Actually a good book list is a long-term project. But there are similar enterprises to engage and sustain interest. For example, the accumulation of money to establish a scholarship to a library school. Some thought might be given to individual Units underwriting the existing CLA scholarship from year to year. As you know, the yearly cost is \$600.

May I inject a caution. Let's be reasonably certain that what we do has a real value, that

the members recognize a need and agree that a proposed project is a good way to meet it. "Busy work" will repel as many people as too much work, or work poorly organized.

6. Organization—here we have hit upon a live nerve. Or rather, it's the skeleton of our work, giving shape and form to it all. We could play a word game here with definitions. Someone has said that organization is cooperation with integration. Cooperation without integration can be disastrous. Here's the story of a boy who wanted his coat sleeves shortened by an inch. He asked in turn his mother, his sister, and his aunt. At the moment none of them could do it. But then as the day wore on each set to the task without the other knowing about it. The poor kid ended up with his sleeves almost to his elbows.

Can be overdone

Organization, of course, can be overdone. We always run the risk of a man who lived not far from us when I was a lad. He owned a car that had already seen its better days—even that long ago. But of course the poor fellow worked six days a week and then on Sundays he'd spend most of the day adjusting the carburetor, washing the car, just tinkering, with the result that neither he nor his family ever went many places in that car.

Parkinson's books, *Parkinson's Law* and *The Law and the Prophets* are witty and realistic appraisals of what happens in over-organization.

But there remains a need for good, sensible order where many people are at work. Otherwise the coat will be ruined.

In a little mimeographed study called "Committee Common Sense" (Whiteside, Inc. and William Morrow, 1954) Aubrey and Harleigh Trecker have accumulated these comments about "What is wrong with committees:" (p. 1)

1. "Our Committee does not know what its job is. No one told us clearly what we are supposed to do."

2. "We never seem to get anywhere in our meetings: talk, talk, but no decisions made."

3. "One fellow gets stuck with all the work and the rest of us are only too willing to let him do it."

4. "The wrong people get appointed. They have neither experience nor interest in the job assigned."

(Continued on Page 128)

The International Code and Sacred Books

BY RUTH C. EISENHART

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"The problem of main entry for liturgical and other religious works cannot be discussed outside the larger context of basic cataloging principles. The function of the main entry in assembling literary units, the concept of corporate authorship, and the validity of the form sub-headings are all being re-examined. It is hoped, however, that a consideration of some of the difficulties in effectively handling this specialized literature may prove illuminating and make its own contribution to our fundamental decisions. . . .

"Liturgical and sacred books are usually recognizable literary units with well-established traditional titles. Direct entry under the title of the bibliographical unit without any device for identifying and assembling editions and translations might possibly be satisfactory for a library with an occasional book of this type, but the result would be chaotic for a large collection. Title-pages may be inadequate (these works existed independently of title-pages in hundreds of medieval manuscripts), or, conversely, they may bury a wealth of identifying data in technical phrases whose significance is not immediately apparent to the non-expert. It is not easy to suggest an effective treatment which is philosophically consistent with current concepts of main entry. While it is some evidence of the soundness of these concepts that these difficult literary forms can be rationalized either as works of corporate (denominational) authorship or as anonymous classics, the fact remains that an element of classification appears in the more useful arrangements. Even the bibliographic unit is rarely asked for by its actual title, but rather by the sum of the categories which characterize it:

This is a portion of an address written by Miss Eisenhart, and read at the 37th Annual Conference in St. Louis, Missouri.

the *Bible in English* in the Revised Standard Version; the *New Testament* in Moffatt's translation; the *Breviary* for the use of the *Benedictines of Einsiedeln*. Incongruous as it may seem, these materials might respond uncommonly well to the sorting methods of modern business machines.

British Museum Rules

"The most practical treatment for liturgies known to the present writer is that of the British Museum. Under the British Museum rules all orders of divine service put forth by authority are entered under the form subject heading LITURGIES. These are arranged in three main parts: Greek and Latin rites; liturgical books of the Anglican churches; other Reformed liturgies. In each part, the separate books are presented under the name of the rite or church. There is a classification at the beginning and an index to rites, churches and collective titles at the end. In using the British Museum catalogue, the searcher can be confident that he has not overlooked important material through failing to find the right entry word. A comparable presentation of Jewish worship books appears in the supplement under JEWS. Service books. . . .

"Not all codes give special attention to liturgy. In general, codes which accept the concept of corporate authorship treat liturgies as the publications of the denominations which authorize them. (The British Museum, Cambridge and the Bodleian, while accepting corporate denominational authorship in other cases, make the exception for liturgy which has already been described.) Codes which do not accept the concept of corporate authorship generally treat liturgies as anonymous works. . . .

"If liturgical books are entered under the names of the denominational bodies which authorize them as corporate authors, there are at least three possible subsidiary arrangements.

First, the title may be transcribed simply, with no attempt to collect editions of any particular liturgical book. While possibly practicable for small collections or for churches with few liturgical books, this again is unsatisfactory for large collections or for churches with a variety of liturgical forms.

"Second, the form subheading *Liturgy and ritual* may be used, with or without a second subheading derived from the traditional rite of the liturgical book. This is the present practice of the ALA rules (120F(2)) except for the *Book of Common Prayer*.

"Third, the traditional title of the book may be used as an assembling agent directly under the name of the authorizing body, without the intervention of the form subheading *Liturgy and ritual*. This can be done either in the form at present used for the *Book of Common Prayer* in both the Vatican and the ALA rules, or by putting this collecting title on the second line as in the standard title usage of music cataloging at the Library of Congress and in Lubetzky's proposed rules for constitutions and treaties.

Direct entry used

"A denominational library may choose to disperse the publications of its own church throughout the catalogue, while collecting and identifying those of other churches. This is the practice of the Vatican rules which eliminate all main entry under CATHOLIC CHURCH, entering publications of its various parts directly under the name of the part, e.g., CANCELLARIA APOSTOLICA. Since the Vatican uses neither CATHOLIC CHURCH as main heading nor the form subheading *Liturgia e rituale*, both elements fall away, leaving direct entry under the traditional Latin name of the service book. This has sometimes been misconstrued as a repudiation of corporate authorship for liturgical works; it is rather the device of a special library avoiding a disproportionate number of entries under one heading. The Vatican rules retain corporate authorship form for the publications, including the liturgical works, of non-Catholic churches. Though understandable, this policy has its unfortunate aspects. While special libraries have often developed special classifications and subject heading lists, they have generally followed the standard codes for main entry, and it is desirable that they continue to do so. It is pre-

cisely for the publications of its own church that the denominational library can make its most valuable contribution to union catalogues and other cooperative cataloging ventures.

"Kapsner, whose rules are followed for the printed cards of the library of Catholic University of America, also enters Catholic liturgical books under their traditional Latin titles, with the appropriate adjective appended for particular Latin rites, e.g., *Antiphonarium ambrosianum*. (ALA footnote 22, p. 17, explains these separate Latin rites, but does not indicate an entry form for them. The Library of Congress, ALA's most authoritative interpreter, uses the appropriate adjective as second subheading, e.g., Catholic Church. *Liturgy and ritual*. Ambrosian; the particular service book is not named in the heading). Kapsner provides a dictionary of the principal Latin liturgical books, p. 27-40, with definitions and references indicated. "It should be remembered, however, that even the accepted English names are not always the full equivalent of the clear, distinct, well-established Latin names," he warns.

"The Vatican also enters liturgical books of the Orthodox Eastern Church directly under "their traditional Latin titles" and includes a list of these titles (p. 161). It is not easy to justify this, either as choice of entry or choice of language, in the light of Vatican practice in other cases. American Catholic librarians, such as Kapsner, Hrdlicka and Roche, have generally preferred the ALA forms for Orthodox books, entering under the name of the church, followed by the subheading *Liturgy and ritual*, followed by the transliterated Greek name of the book.

Official titles entered

"The Vatican enters liturgical books of the lesser Eastern churches directly under their official titles (in the vernacular?). American Catholic library practice prefers to enter both the lesser Eastern churches and the lesser Eastern rites under the name of the church or rite with subheading *Liturgy and ritual*, followed by the name of the book, preferably in its transliterated vernacular form. The transliterated Greek and vernacular names are given in a "Glossary of liturgical books of the Eastern rites, Catholic and Orthodox" in Jeannette M. Lynn's *Alternative Classification for Catholic*

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Books, 2d ed., 1954, p. 249-253. Kapsner very helpfully lists the churches and rites to which his recommended forms apply. . . .

"Liturgical books of the Roman rite used in specific localities or prepared for the use of a monastic order are variously treated by ALA, by Pettee, by the Vatican, by Kapsner, and by Reyling. . . .

"For Jewish service books ALA (121) argues that the continuity of Jewish liturgical rites and forms justifies analogous treatment, i.e., *Jews, Liturgy and ritual*, followed by the name of the individual book in English. This is frankly a subject heading doing duty as main entry, as is the British Museum's *JEWS. Service books. Catalogues of Hebraica*, following general Eastern custom, have commonly entered under title as main entry. . . .

"Undoubtedly many of the inconsistencies in present cataloguing practice are the result of trying to codify the situation as it exists rather than determining what is correct and consistent. This has been suggested as the probable explanation of the exceptional treatment of the *Book of Common Prayer* in the ALA rules. Other inconsistencies, such as the variant treatment for Catholic and non-Catholic liturgies in the Vatican rules, are an expression of expediency in the cataloguing of voluminous denominational collections.

"The code revision in progress in America has not yet considered liturgical works, but preliminary inquiry indicates that American cataloguing opinion may prefer direct entry under traditional titles. The advantage of this is its simplicity and brevity, and the fact that specialists commonly look first for these books under their names rather than under the name of the church.

There are disadvantages

We have mentioned the dispersing of denominational materials throughout the catalogue. There is also the awkwardness of distinguishing between homonymous titles used by more than one church or rite. We have spoken so frequently of "well-established traditional titles" that it should be admitted that not all liturgical books have such distinctive titles. There are also those with names like *Common Service Book* and *Order of Worship*. Where lit-

urgies of minor denominations are concerned, the specialist is more likely to think first of the name of the church.

"The writer therefore prefers the proposal that the traditional title of the service book be used as a collecting agent directly under the name of the church or rite, without the sub-heading *Liturgy and ritual*. It has been objected that this will cause Catholic Church, *Vesperale*, by, among other things, an imposing block of entries under Catholic Church. *Codex juris canonici*. This is true, but obviously *Antiphonarium* and *Vesperale* will be separated by much more than that if entered directly under title. Whether liturgical books are entered under title or denominational author (and this should depend absolutely on the acceptance or rejection of the concept of corporate authorship in general), the writer believes that it is the cataloguer's obligation to identify and assemble all editions of separate service books. Further, for economy, clarity and especially to serve the union catalogue, this assembling entry ought to be the main entry, not a subject or added entry. But, is there any obligation to assemble different service books in the alphabetical catalogue, as appears to be the purpose of the form sub-heading *Liturgy and ritual*?

"Whether the form adopted is basically corporate authorship or anonymous classic, identification of the denomination is an essential element for homonymous main entries. It is almost inconceivable that the reader will be indifferent to this. If he is unaware that there is more than one of the same name, then it becomes even more important that the catalogue guide him to the form he wants and away from forms which are not what he wants. He should be able to select or reject, for example, a *Book of Common Prayer* for use in the Church of England, the Protestant Episcopal Church or the Anglican Church in Canada.

Fine point disregarded

"Bearing in mind that liturgies are "orders of divine service put forth by authority," some sticklers for accuracy insist that translation into a non-liturgical language disqualifies the book as liturgy, since such translated forms are not authorized for use in public worship. Most codes

(Continued on Page 128)

ALA Code Revision Progress

BY REV. OLIVER L. KAPSNER, O.S.B.

Research Cataloger
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Latrobe, Pennsylvania

With the permission of the Chairman of the Catalog Code Revision Committee, the objectives and principles of the proposed code are quoted from the introduction to the draft code,* followed by some specific rules in which the Catholic Library Association is interested particularly. These rules will be evaluated in themselves (Are they correct and are they practical?), and in relation to the principles formulated in the introduction to the draft code.

Introduction

Objectives. The objectives which the catalog is to serve are two:

"First, to facilitate the location of a particular publication, i.e., of a particular edition of a work, which is in the library.

"Second, to relate and display together the editions which a library has of a given work and the works which it has of a given author. . . .

Method. A work is normally identified and cited by author and title and is, therefore, best entered under author and title in a library catalog. However, the name of an author and the title of a work are not inherently constant. An author may appear in his various works, and even in the editions of the same work, under different names; and a work may appear in its various editions under different titles. Hence, the primary question, (a) whether a given publication, i.e., an edition of a work, should be regarded as a distinct bibliographical entry and represented in the catalog under the name and title by which it is identified—with added entries or references used to relate it to the other editions of the work appearing under different titles

and to the other works of the author appearing under different names; or (b) whether that publication should be regarded as *one of the editions* of a *certain work* by a *certain author*, to be identified by and represented in the catalog under a particular title and a particular name—with added entries or references used to facilitate the location of the editions issued under other titles and the works issued under other names of the author. In the present system the second method is used as far as practicable, because it is consistent with the essential purpose of a publication, which is to present a certain work, and with the essential interest of the users of a publication, which is in the work presented by the publication. It is also a method calculated to produce a catalog which is systematic in structure and efficient in use.

Problems and Principles

The entry of a publication under this system involves the following questions. . . . The answers to these questions will vary under varying circumstances, and they form the substance of the rules, but the various rules are based on the following principles:

"I. A work produced by, or issued in the name of, a person or a corporate body is entered under the name of that person or corporate body; a work of multiple authorship is entered under the person or body represented as chiefly responsible for it; a work of complex, changing doubtful, or unknown authorship is entered under title.

"II. An author is normally represented in the catalog under the name and form of the name by which he is most commonly identified in his works, whether that is his real or assumed name, and in the vernacular, except when he has come to be best known in literary and reference sources by another name or designation; an author variously identified in his works is

This address was delivered by Father Kapsner at the 37th Annual Conference in St. Louis, Missouri.

entered preferably under his real name; an author who has changed his name is normally represented under his latest name—except that in the case of a corporate body, which is subject to constitutional changes, a change of name is to be treated as a change of identity.

"III. A personal name with a surname is normally entered under the surname; in the case of a compound surname or one with a prefix, the author's own usage or the custom of his country is followed; a corporate name is entered directly in the form used.

"IV. The name of a person is distinguished from similar names of others by dates of birth and death, or by the title or designation by which he is commonly identified by place of location, community represented or served, date of founding, or other appropriate qualification.

"V. The work itself—which is the essence of publication—whether entered under author or title, is normally represented in the catalog under its original title, except when it has most frequently been issued, or is commonly found in reference sources, under another title; a work whose original title is vague or unknown, or one without an original title, is represented under the title by which it has come to be best known, or under a conventional designation."

Some Specific Rules

14. Person with Surname.

a. Entry. "A person identified by forename and surname is entered under the surname, followed by the forename or forenames in the language and form used by him . . .

b. "Qualification of Name. The dates of a person are added whenever they are readily available, or when they are necessary to distinguish among different persons of the same name. The title or designation by which a person is commonly referred to is added only when necessary to distinguish among different persons not distinguished by date or when desirable to avoid an ambiguity of name.

18. Person with Forename.

b. "A pope or antipope is entered under his pontifical name in Latin, the ordinal number if any, and the title Pope or Antipope, with references from the name in English and from his secular name.

d. "A member of a religious order identified by his name in religion is entered under this name, followed by the title or by the title and the initials of the order in the language and form commonly used by him, with a reference from his secular name when known.

"But a member of a religious order identified by a surname is entered under the surname, with the title or the initials added only when necessary to distinguish among different persons of the same name or to avoid an ambiguity of name (cf. 14b); the latter applies in the case of a woman identified in religion by a masculine name.

e. "A Christian saint commonly identified by forename or name in religion is entered under this name—in the vernacular, Latin, or English as required by the rules for names of other persons—with the designation *Saint*, and with any other title by which he is known when necessary to distinguish among saints of the same name or when desirable to avoid an ambiguity; references are usually made from the English and the Latin forms of the name, when in another language, and from other common forms.

"But a modern saint more commonly identified by surname or title of nobility is entered under the surname or the title, followed by the designation *Saint*, with references from the forename in the vernacular, Latin, and English."

Comments on Rule 18

In place of these belabored and impractical directives under rule 1, the following directives could perhaps be offered as being more correct, more practical, and more in conformity with the principles enunciated in the introduction to the draft code.

b. A pope is entered under his pontifical name in English, with reference from his secular name. (A general reference note in the catalog takes care of reference from the Latin form, e.g.: Joannes. For Popes with this name see under John).

d. A member of a religious order is entered according to the form used by the individual. Members of religious orders of men are consequently entered with the initials of their orders. Members of religious orders of women are entered with the title Sister or Mother, and the initials of the order if used by the individual.



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e. A Christian saint is entered under forename, with form of name established according to English usage. References are made from the various forms of name in use.

Saints bearing the same forename are differentiated as follows:

1) Forename followed by an epithet usually associated with the name (attributive, place of origin, etc.).

John of the Cross, Saint.

Catherine of Siena, Saint.

2) Forename followed by surname (this is the practice for many modern saints).

Frances Cabrini, Saint.

John Berchmans, Saint.

3) The title of office is added (in English) after the designation "Saint" when neither of the foregoing provisions applies, or whenever it is desirable to do so for ready identification. The title of office is always added for popes and sovereigns.

Augustine, Saint, Abp. of Canterbury.

Gregory VII, Saint, Pope.

Louis IX, Saint, King of France.

N.B. Since the Montreal Institute last June the above commentator (Oliver L. Kapsner, O.S.B.) has inquired in various directions as to who in this country would look in the catalog files under Joannes XXIII for the present pope. The answer invariably seems to be: Nobody.

27. General Rule for Entry of Corporate Body.

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(2) The initials preceding a surname at the beginning of a corporate name (but cf. rule 28 on other initials included in a name).

(3) Academic and other titles which are usually represented by abbreviations and do not form a distinguishing part of the name.

(5) The term indicating incorporation at the

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(4) If the name is one of several bodies serving successive periods of time, the period of service is added.

(5) If the place or the date is insufficient or inappropriate to distinguish between several bodies of the same name, other suitable designations are added:

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St. Peter's Church, New York (Protestant Episcopal)

(6) An ambiguous name or reference is similarly qualified: Montgomery County Historical Society (New York)."

* Lubetzky, Seymour. "Code of Cataloging Rules: Author and Title Entry." An Unfinished Draft for a New Edition of Cataloging Rules Prepared for the Catalog Code Revision Committee. March, 1960.

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The School Library Development Project and the Standards

BY REV. ANDREW L. BOUWHUIS, S.J.

Librarian, Le Moyne College Library
Le Moyne Heights, Syracuse 3, New York

The School Library Development Project

The whole discussion of the school library program revolves around the question, "Why do we have schools at all? What are we trying to do? What are our purposes?" Pope Pius XII made it clear in numerous addresses that we should not be satisfied with mediocrity in any branch of knowledge, medicine, law, pure science, social studies, history, government or economics. We give service to God when we study truth in any form.

Text Books and Their Limitations

This matter was discussed at length in *The Catholic Library World*, January 1958, "The Role of the Library and the Librarian in the High School" pages 205-211. One aspect of education that needs constant examination is the use of text-books. In many cases, these are useful and necessary; they help the teacher organize the material being taught, but they must be accurate and up to date. One text-book in social sciences still in use informs the reader that milk is distributed in large cities by horse-drawn vehicles, that air-traffic will be a common mode of travel, planes now can speed along at 120 miles an hour, and every child knows that planes have gone over 1000 miles an hour; New York is described as serviced by the Roosevelt and the Mitchell Airfields, both out of public use for years, and no mention is made of the world famous airports, Idlewild or LaGuardia. Corrections have to be made in prayerbooks and catechisms to take care of changes in the laws pertaining to the eucharistic fast, to Mass, Holy

Week services and many other matters. Even the list of saints has to be changed to omit the name, St. Philomena.

Lively Library for Inspiration

Every school needs a lively, well stocked, up-to-date central library if it is to inspire teachers and pupils, to keep them informed, and to stimulate curiosity and to promote intellectual initiative. The good central library spurs on the students to go ahead, to make progress on their own.

An article by Martin Mayer, "The Good Slum Schools" (*Harper's Magazine*, April, 1961, pages 46-52) brings vividly before us the fact that in many cases the intelligence tests given to children do not measure intelligence nearly so much as they measure the social and economic background. Practically all teachers of the primary grades know that many children have no span of attention, cannot repeat a story, have meager vocabulary, try to convey ideas by grunts and other primitive sounds, not because they are not bright but because no one at home taught them. The school library helps these children immensely, and in many cases, it may influence the parents to take an interest in the intellectual development of their children.

Mr. Mayer presents a detailed study of some of the problems of education in his new book *Our Schools* (Harper's 1961).

Helps for Understanding

The folder, *School Activities and the Library*, 1960, published by the American Library Association has its lead article, "Quality Education Demands Good School Libraries," James D. Lodgson, Second Vice-President of the National Association of Secondary School Principals. The 1961 issue features an excellent article by Mary

This address was delivered by Fr. Bouwhuis at the 37th Annual Conference in St. Louis, Missouri.

Helen Mahar "Implementing School Library Standards—The Size of the Task." These Bulletins, available free, carry lists of pertinent books on sale at the American Library Association Headquarters.

The *Proceedings of the 36th Annual Conference*, Catholic Library Association, 1960, pages 109-121, carries a discussion of the American Association of School Librarians, *Standards for School Library Programs*, 1960. In *The Catholic Library World*, volume 32, No. 1, pages 39-42 (October 1960) "Standards for School Library Programs," is a brief description of the way the standards were formulated, of the persons who were involved, and it suggests the attitude Catholic librarians might well have toward them.

The literature on this general topic is really growing voluminous. The Council on Library Resources, Inc., has furnished \$100,000 to finance The School Library Development Project. Miss Mary Frances Kennon, Director of this eighteen month activity, has offices near the American Library Association Headquarters. This is devised to help implement the Standards for School Library Programs.

A Few Salient Ideas

1. The Title: School Library Programs. The word to be stressed is programs. The clear implication is that the book describes not one or other library activity, or one special resource, but rather the significance of a good library program in a school, the use of the library as well as its resources, the expected results, the attitude towards books and reading, the importance of wide reading for intellectual stimulation.

2. The Committee which drew up School Library Programs: These represented 21 associations or institutes, school systems; they were teachers, librarians, administrators, with wide experience, deep knowledge, and bright, alert, energetic minds ready to work hard, and with infinite patience to produce a really significant and helpful document. The discussions were lively, filled with excellent ideas, imaginative and realistic.

3. The Publication Itself: *Standards for School Library Programs*. Chicago: American Library Association, 132 p. \$2.50 (paper). *A Discussion Guide*. 16 p. \$.65 (paper) Combined price, \$3.00.

Every school and convent should have at least one copy of each. Really a prodigious amount of carefully organized information and principles of operation is succinctly presented. These could form a basis for many talks to home and school groups, to teachers' meetings, and for discussion with pastors, school supervisors and others.

The work has been done so well that there is no point in having another group of Catholic educators and librarians draw up separate reports or make detailed, independent studies. The personnel, the time, the funds, required to draw up separate programs are simply not available, and it is difficult to see how the results, supposing equally adequate research, would be significantly different.

4. Program: No matter what funds would be furnished, these standards simply could not be put into effect universally at once. Enough librarians, for instance, simply do not exist. It would be the publishers' dream to produce all the books in adequate quantity, and the architects and builders would be filled with glee. The implementation of this program will take time, careful planning, and growth in appreciation. Attitudes of parents, children, teachers, and administrators, in many cases, will have to be changed, at times radically. Even with great good will, it is not possible to do everything at once.

But, a program can be drawn up. The first year, these two or three developments will be made; the second year, four or five more, and within ten years, it can be in full swing. The important thing is to make a start, to have a plan for annual improvement, and to carry it out.

This year, each of the 40 units of the Catholic Library Association could carry on discussions so that the reasons behind these particular library programs will be understood. These in turn could be explained to the proper persons, and it will not be long before the central library will be wanted and welcomed, built and supported, and most important, properly.

But, to accomplish lasting results, we must have a program.

5. School Administrators: While the Librarians' Committee on School Library Programs were active, the School Administrators published

three cognate documents. They have seen the need for libraries and support the library program. *Research Monograph*, 1958-M 1, "The Secondary School Library and Library Services," Research Division, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. (November 1958), and "Study Guide on School Library Services," January 1959.

These two slender publications develop many of the ideas of the AASL Standards. The study guide is especially helpful to stimulate discussion along proper channels.

The Bulletin of the National Association of Secondary School Principals, volume 43, No. 250, November 1959, "The Effective Secondary School Library." This Bulletin is another superb exposition of what the central library can and should do. Some school administrators may prefer to read a document produced by their own group. Mary Frances Kenon contributes the discussion—"Library Service in the Twelve Grade School," pages 43-54. Many of the articles are written by those who worked on the AASL Standards.

In a 64-page booklet, the American Book Publishers Council, 58 West 40th Street, New York 18, New York, present an excellent resume of the Arden House Conference. The conference was held February 3, 1961 at Harriman, New York. "Books in the Schools" was the topic, adequately covered by a dozen speakers.

6. Catholic Schools: In many ways, the Catholic Schools have great advantages over the publicly financed schools. Necessarily in public schools in new programs that involve capital expenditures, the proposals have to go through a long series of channels, and finally reach the budget committee of a governing unit.

Once there is in Catholic Schools a well defined desire for a central school library, the means are usually found locally to finance it. The constant desire to have well equipped schools that meet current standards keeps all concerned with Catholic education alert to changes and improvements.

7. Cooperation with state officials: Practically every state now has a competent school library supervisor. This librarian welcomes the opportunity to cooperate with the units of the Catholic Library Association and with individual schools. He can usually make excellent

recommendations about various available library resources and services.

Summary

The progress made in Catholic School Libraries, in personnel, services, resources and use during the past fifteen years has really been tremendous. The continued enthusiasm for good libraries will be stimulated and guided by the *Standards for School Library Programs*. Those who worked so diligently on their own time for six years to draw up this Statement of Standards feel amply rewarded when they witness the welcome with which they have been received.

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Letter to a Librarian

(Editor's note: The following is the first of a series of letters to a fictitious librarian which we have scheduled for this and succeeding issues of the CLW. The letters are discussions of ten 1960 science books for the primary grades. We hope the letters will give some new ideas to our teacher-librarian members.)

St. Simon School
11019 Mueller Rd.
St. Louis 23, Mo.
October, 1961

Miss Virginia Hade
Lindbergh Library
25 South Lindbergh Rd.
St. Louis 23, Mo.

Dear Miss Hade,

In this scientific age when one hears something new and exciting about man's conquest of outer space almost every day, is it any wonder that the children are interested in the heavenly bodies at an early age! At the present time the moon is the primary object of their attention because it seems to be the target for a landing in space. Consequently, Franklyn Branley's book *The Moon Seems to Change** was a most welcome addition to our library shelves. Even seven-year-olds realize that people who talk about the moon being made of green cheese are only making believe. They know the moon is important and are anxious to learn more about it.

We felt Mr. Branley introduced the moon to the readers of his little book in a charming way. There were no technical terms or obscure charts and photographs to overshadow the wonder of a few simple discoveries. The striking illustrations and the simple text dovetailed so beautifully that it was difficult to think of the author and the illustrator as distinct individuals. Mr. Branley got off to a fine start by discussing the size of the moon. Helen Borten's clever drawings of a house, a mountain, and the moon served as a wonderful clarification of this concept. The correct idea of size is an ever-present problem for the teacher of the primary grades. Children become confused so easily in this adult world of ours that it is important to help them see things in the proper relationship.

If there is any truth in the adage that imitation is the highest form of flattery, then Helen Borten should feel flattered. The art work of several children showed an attempt to illustrate difference in size as she had done. One paper contained a mouse, a horse, and an elephant. Another child drew a baby, a boy, and a man.

"Moon gazing" was a favorite pastime while this book was in circulation. A distraught Mother solved the problem of wanting to stay up late to see certain phases of the moon by promising to wake her child when the moon was out. After a couple of midnight risings a warm cozy bed triumphed over lunar enthusiasm. Of course, the children brought in drawings of the moon in almost every phase. Having experimented with drawing circles freehanded, some enterprising youngsters resorted to using circular objects to obtain a better outline. Big brothers and sisters

introduced the compass to a few of the little ones. Some became quite adept in its use and were so fascinated by it that drawing the moon was soon forgotten as other circular designs came to life.

One of the most interesting discussions that developed from reading this book pertained to seeing imaginary things in the moon. We are all familiar with the legend of seeing the man in the moon, but did you know that Australian Bushmen claim to see a cat's eye; the American Indian, a horned toad; and the French peasant, the face of Judas?

As one would expect, the children were anxious to give their opinions about who will be the first on the moon, when it will happen, and how it will be done. Someone mentioned that Russia's Lunik III has already photographed the side of the moon which is not visible from the earth. Many kinds of toy rocket ships and space suits were brought to class. The children used such terms as lunar probe, crater, and eclipse as if they were old friends. I'm sure we're teaching some future space travelers!

You'll be happy to know that *The Moon Seems to Change* is one of those books which can be used to entice a slow reader. It possesses that wonderful combination of high interest level and simple vocabulary. Our Primary Three teachers found that their poor readers enjoyed the book as much as the children in Primary One did.

Mr. Branley probably doesn't realize it, but his book has caused our earth to be better appreciated. After reading that the moon has no air, water, plants, animals, or people, one child's comment was, "Boy, I'm sure glad I live down here!" I'll have to admit that I'm glad I do, too.

A confirmed earth-dweller,
Sister Jeanne Margaret, O.P.

Sister Jeanne Margaret, O.P., is Primary Coordinator and Teacher at the St. Simon School in St. Louis, Missouri.

FOOTNOTE

* Branley, Franklyn. *The Moon Seems to Change*. New York: Thomas Y. Crowell Company, 1960.

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Philosophy of Librarianship

BY THE REV. EDMOND E. DESROCHERS, S.J.

Chairman, Education Committee,
Canadian Librarian Association,
Librarian, Maison Bellarmin,
Montreal, Quebec, Canada

A General Statement?

Would a "philosophy of librarianship" be so general as to be of little value?

Public, special, university and research, school and government libraries differ, because their ends or purposes differ, hence their philosophy.

All libraries, of course, are concerned with the preservation, acquisition, organization and effective use of communication media, and must promote reading, and supply information. This is more a description of the *practice* of librarianship, than the statement of a *philosophy*.

A philosophy must answer the question, *Why?* If the answer involves the ends or purposes of different types of institutions which their libraries serve, we have different programs of ends or purposes, different philosophies which are those of these institutions.

Can we go beyond these differences, and state some ends or purposes common to all libraries and all librarians? If so, we fall into general notions of knowledge, imagination, inspiration, education, truth, the development or progress of the individual and of society, of culture and of civilization, without undue limitations.

If we concentrate on *the individual*, how are we to distinguish between the philosophy of librarianship and the philosophy of education?

If we concentrate on *society*, how are we to distinguish our philosophy from that of the social philosophy of a western democracy?

If we include such educational and democratic philosophies because their ends and purposes are also ours, how can we specify our own particular, though general and common, ends and purposes as librarians? How can a librarian feel that his job matters beyond its immediate result? What shall be the sources of inspiration to

librarians to the kind of loyalty and dedication we ought to find in someone who has a vocation or a profession? What is our calling? What are we called to carry out? What particular ends must we strive for because we believe in them? Education for librarianship or, to be more concrete, library school programs might give us enlightenment here. But what do we find as a characteristic? The compartmentalization of a body of knowledge making up librarianship? There seems to be very little concept of librarianship as a unity. It is divided into a number of departments, perhaps for the convenience of teaching.

Isn't the approach rather that there are a number of separate and distinct subject matters with very little connection between them except that they are all necessary to the proper functioning of a library? This approach tends to produce cataloguers, children's librarians, reference librarians, and so on, but not people who are librarians primarily but whose specialty is in the cataloguing, children's or reference department. It also makes it rather difficult, whenever new subject matter or a comprehensive course is suggested, to determine whether the teaching of this subject is the proper function of the library school or whether there is place in the program for such a comprehensive course.

If librarianship is ever to be accepted as a profession or if a philosophy is to be taught in library school, we need to express a common purpose. We need to express a unity behind the endeavours of librarians which will relate the parts to the whole and indicate the boundaries of professional library knowledge.

It might be easy to state a definition of librarianship, its purposes and aims, and its relations with other branches of knowledge. It might be more difficult to relate the component parts of librarianship to each other and to the whole, emphasizing the unitary aspect of the

This address was delivered by Fr. Desrochers at the 37th Annual Conference in St. Louis, Missouri.

discipline, thus defining the scope of the subject, and delimiting the boundaries of the field it covers. There is a temptation in librarianship, to trespass on related fields.

Theory and Ideals, Knowledge and Motivation

In Library School, we might bring under the general notion of philosophy of librarianship both the theory and the ideals, the knowledge and the motivation. But if we go one step back to the undergraduate student considering librarianship as a vocation or profession, the choice will be influenced not by the theory which will be learned in library school, but by the ideals, the motivation.

Considering the low salary scale of teachers and librarians, and even their low status in the consideration of the population at large, we may well ask the question: "Why should keen, bright, apt persons take up teaching or librarianship as a profession when they can get more, often much more, in the way of tangible rewards in other fields?" In fact, the shortage of recruits for these two professions is explained in part by the low remuneration prospects. But it is also a fact that great numbers, regardless, do choose teaching or librarianship. If we formulate the answer, I think we shall be formulating part of the philosophy of librarianship. The Library School should not have to create the ideals or motivation but should have its part in developing it. And library personnel or a library association should have its part in further developing it and most of all guaranteeing its continuation.

Dictionaries define a librarian, and implicitly, his philosophy. Webster says a librarian is "one who has charge of a library." *The Shorter Oxford English Dictionary* defines a librarian as "the custodian of a library." Such definitions imply that a librarian is simply a keeper of physical objects known as books. Unfortunately too many so-called librarians are in fact nothing more than that. But when they chose librarianship, most of them had much more than that in mind. They had an ideal, a purpose, a motivation, a calling, a vocation. *The Shorter Oxford* states that "a profession . . . is . . . a vocation in which a professed knowledge of some department of learning is used in its ap-

plication to the affairs of others, or in the practice of an art founded upon it."

Webster defines a profession as "the occupation . . . to which one devotes oneself: a calling in which one professes to have some special knowledge in some art. . . ."

Let us note the emphasis on the word art which must be applied or practiced upon others: the word service which implies the added meaning of some good done to others, and the words advising and guiding which specify what kind of art, good or service.

A librarian must then be or become the possessor of the art of organizing and making available the contents of books and periodicals and other library materials. He is an organizer and disseminator of knowledge or of the source of knowledge.

A librarian must understand knowledge in order to organize and disseminate it. Since he cannot control or cover all of it, he must learn how best to operate with limited resources. He must possess the ability to evaluate knowledge critically both for prudent acquisition and most effective use.

Intellectual curiosity seems to be one of the motives urging a student to choose librarianship. Love of reading, a strong wish to expand one's knowledge and the incentive to guide others to knowledge are necessary. The last is not only the wish to instruct others as a teacher by teaching methods, but the wish to help others pursue their own reading, research, and instruction. It is a belief in the importance of libraries and the contribution they can make. It is a belief that only a high quality preparation for work in a library as a member of the library profession allows one to respond to such a calling.

Ideals or motivation are further developed in Library School as the knowledge of the field of librarianship broadens the view of the student.

Study of the organization, the administration of libraries for more effective use, the techniques that are involved, train the student librarian to become a technician, an organizer, an administrator. The goal is a more effective means to reach one's ideal. The danger here is a complete or near complete absorption in the means and a blotting out of the end, of the original motivation, the high ideal. The Library School must develop the library technician, organizer, ad-

ministrator. But alone it cannot oblige the student to keep a proper balance.

Study for a Master's degree should continue to develop in the student further intellectual and literary pursuits. An awareness of the full range and depth of scholarship must be developed in library science courses. The motivation or ideal of personally participating in the intellectual life should be strongly established along with a still more vigorous urge to help, guide and serve patrons involved in scholarship, research, teaching, or study.

The social aspect of librarianship is certainly now becoming an important part of its philosophy. It has always existed. To operate with effectiveness the librarian has to be aware of a broader community than just the patrons of his own institution by the way of service through inter-library loans, inter-library cooperation and coordination. The resources of the city, region and country are now available to the librarian for his patrons, and the resources of his library are now available to the city, the region and the country. Again the social aspect has now become more important because the library is no longer the only means of communication. The library is a much broader and more complex network of communication media which among others cooperates to meet the same ends though in different ways.

The essence of any real profession is a special scholarship. The validity of this scholarship is a matter of grave public concern. We may define the professional as a person who, by means of his special intellectual equipment, does something that is important to other people. The scholarship of a librarian contains scientific, technological and humanistic elements. A philosophy of librarianship would put the emphasis on the humanistic elements, and on the organical integration of these three elements. But this integration is not possible if the humanistic elements are not there.

These humanistic elements contain motivations, the *why's* of librarianship. The predominant reason a student enters the profession of librarianship and continues to practice it as long as he lives is seldom monetary. It is, instead, a personal predilection for the work that is more intellectual than emotional. This is why in so many cases the candidate will undergo great hardship to obtain his education and will live in

semipoverty while men of wealth will work just as hard as though their livelihood depended on it.

In librarianship the cultural motivation must not only be conscious and explicit, but must be developed intellectually to the point that it becomes a specific humanistic discipline just as distinctive as the co-ordinate professional science and professional technology. In legal education, far more time and attention are given to the professional humanistic elements than to either science or technology.

In library education we have to consider where we should put the emphasis. If our programs easily provide the scientific and technological elements, we might concentrate on the degree and quality of our humanistic elements. We might question the value of the cultural motivation but we need to stress what is distinctive in librarianship. If you consider school, college, university librarianship, you might consider that the role of the librarian is a supplement to that of the teaching staff, as the assistants of both professors and students. This reflects the philosophy of the teaching institution not that of librarianship. What is distinctive about librarianship whatever be the institution or the community it is serving? Librarianship alone fulfills the role of communicating, so far as possible, the whole of scholarship to the whole community. The librarian undertakes to supply literature on any and every subject to any and every citizen for any and every purpose. He does this not so much for the immediate value of the knowledge imparted as on the theory that, in the long run, the process will sharpen the understanding, judgment, and prudence of the readers, further their wisdom, and thus sustain and advance civilization.

If the librarian lacks the humanistic discipline relevant to his role as librarian, he may easily exaggerate one aspect of librarianship, extend his activities to other fields or professions and neglect his own primary function. His scholarship is truly professional if he is taught to safeguard his infinite variety of activities against distortion or evasion of his primary role. His scholarship must make him able to maintain a sense of direction and perspective.

(Continued on Page 129)

"Science Books for Young People"

BY DR. SIDNEY ROSEN

Associate Professor of Physical Science
Division of General Studies
University of Illinois
Urbana, Illinois

When I was a boy in Boston, there were no *Pioneers* or *Sputniks* in the sky. Whatever formal science I had in school, I remember, began in the seventh grade. In the earlier grades, my science was "nature-study," in which the animals and flowers conversed and the North Wind "puffed out his icy cheeks." Science itself was a kind of hidden mystery, not connected with the real world, with which the schoolboy might collide by chance—especially if he was a reader of books. And such a chance collision might dazzle him enough to make him want to live with science for the rest of his life.

But such collisions were apt to be infrequent, because there were relatively few science books—apart from textbooks—available for young people. Of course, we had Tom Swift (and his Electric Thingumbobs)—and that was a much beloved series. And the science fiction of Jules Verne had not yet palled and become archaic before the onslaught of advancing technology. And I remember with great delight the impact of Professor Challenger in A. Conan Doyle's, *The Lost World*. And Edgar Rice Burroughs halted long enough in his production of Tarzan stories to write the book which introduced me to historical geology: *The Land That Time Forgot*.

But what a minuscule selection! What a drouth—compared to the present flood of science books for young people! The gamut runs from pre-school picture books that take their readers to the Moon and Venus, or into the center of an atomic nucleus, to quite sophisticated vol-

umes on relativity for teen-agers. The art of writing popularized science books, seemingly lost since the end of the nineteenth century, has been revived with a vengeance.

As I look back, it seems to me that my parents' generation, in general, was unaware of science as a part of human knowledge and intellectual discipline. They were aware, of course, of applied science, since it brought them the automobile, the airplane, the refrigerator, and the vacuum cleaner. But men in the highest places in government were often apparently more ignorant of the methods of science and the ways of the scientist than many a Renaissance prince. I am old enough to remember that someone, when the great Depression first struck during the Hoover administration, suggested that the only economic therapy was to place a moratorium on all scientific research for ten years in order to let the human race catch up with machines. The idea that science is something that can be turned off and on, like an electric bulb, is of course, absurd. And to entertain such an idea with any degree of seriousness reveals a horrendous ignorance of what science is, of what it is that scientists do, and of how scientific ideas originate and develop.

Now science is built into the core of our lives. Civilization cannot shed science like a snake's skin. It is more necessary than ever before that our young people achieve a proper understanding of science by the time they reach maturity.

It has been disturbing to me, therefore, to learn that our young people, in general, think about science and the scientist in rather unfavorable terms. The studies of Remmers and Radler, *The American Teenager* and Margaret Mead and Rhoda Mettraux, *The Image of the*

This address was delivered by Dr. Rosen at the 37th Annual Conference in St. Louis, Missouri.

Scientist Among High School Students in 1957, have shown that high-school students seem to have a distorted picture of science and scientists. The Hollywood image of the mad scientist, grinning hideously through his uncut mop of hair in a glass tube jungle where mysterious liquids distill and sparks crackle has been with us long enough to have made its mark.

What was even more disturbing about these studies was that even the positive image of the scientist among teenagers was a distorted one. He was seen as someone who gave up his entire life for science, who should not marry or have children, because his family might stand in the way of his dedication. Some teenagers thought that a scientist could only talk about things that no one else (except other scientists) understood, and that he might force his children to become scientists.

In the issue of the journal, *Science*, for the last week of March, 1961, Beardslee and O'Dowd reported the results of a similar survey of college students. The results? Not too different from those of the earlier studies of the high school student attitudes. It is difficult to summarize their findings in a few words. But they found that the thinking of the college student about science was highly colored by popular attitudes: that the scientist is highly intelligent; that, however, he is not interested in the arts or the humanities, that he is a non-conformist and a radical, and perhaps not to be trusted when loyalty is an issue. He is seen as a man out of touch with life, uninterested in other people.

The authors of this article ask the question: Does the scientist need a Madison-Avenue type of publicity campaign to make him popular with American youth? Or does American youth have to understand the nature of science and the particular demands that the pursuit of science make upon the personality and life of the scientist? And it seems more reasonable to me that an effort ought to be made, on the part of the intellectual community, to understand the nature of scientific thinking.

Are scientists different from people? Perhaps. Perhaps they have to be in order to carry out the processes of science in the most rewarding manner. There is a story I like to tell—probably too often, but I feel that it is pertinent—about a small boy who was a card-carrying member of

the suburban branch of the Boston Public Library where my wife was a Children's Librarian. He had been waiting patiently for weeks for the most popular book in that part of the library: *The First Book of Snakes*. And one day, there it was, back on the shelf! He seized the book and bore it proudly and happily to the check-out desk where sat the head librarian. And she was a rather stout, pleasant, somewhat mid-Victorian—well, you know—a head librarian! As she opened the cover of the snake book, her glance fell upon the multitude of green writhing things portrayed therein, and she could not repress an involuntary shudder. Whereupon, the young lad drew himself up to his full height and said to her, "Lady, if you wants to know science, you gotta like snakes!"

There, perhaps, out of the mouths of babes, is the answer. If scientists "gotta like snakes," then, that is what we have to understand about the nature of science. And our young people ought to be led toward this understanding early in their education.

This is where you, the librarian, comes into the picture.

How can we best educate American youth to understand science and scientists?

First, of course, by providing the best possible science teaching from the kindergarten through the twelfth grade. We are working hard to accomplish this—but it is far from being a national reality. But equally important is an effort to supply young people with and direct them toward good books about science and scientists. I refer particularly to trade books, which, unlike textbooks, are not bound to graded word lists and simple sentences.

It seems to me a strange paradox in our educational philosophy that we want our children to strive toward the highest educational goals, but at the same time, we tend to delineate and limit a child's educational progress. This is most evident in the rules which govern the publishing of elementary-school textbooks. The contents of textbooks for each grade level are controlled by carefully selected vocabulary lists which have been prepared according to pseudo-scientific formulas whose mathematical validity is not above reproach. A writer of a science textbook for the seventh grade must keep his material fairly well within the limits of the seventh-grade vocabulary lists. The use of more

difficult words means rejection by the publisher and a rewrite job. Complex sentences are to be avoided; simplicity is the catchword for the public school science textbook author. At the high-school level, the vocabulary requirements are more relaxed, but simplicity is usually still desirable. And the pictures—oh, the pictures! The reading material of the newer textbooks has become to a large extent picture captions. And the publishers are vying with each other to see who can bring out the largest size photographs in the greatest variety and brilliance of colors.

But the authors who write science trade books (and I will define a trade book as one that is not a textbook or reference book), the books that sit upon librarians' shelves, are not hampered by any of the rulings of professional education. The only condition that affects their writing is that the young person who picks it up and begins to read must not want to put the book down until it is finished. And these books are the librarian's major weapons in a war fought against ignorance of science.

The supply of these books is no longer sparse. There are great numbers of them being published every year. In fact, the problem is no longer one of supply, it is one of discrimination. How does one know which books about science to buy for a secondary-school library with a limited budget? What are the criteria which ought to be applied to the selection of such books?

The criterion for good writing has not changed much in the last few decades. Good writing is still good writing, and can be recognized by any librarian worth his salt. But good science is another matter. This requires a knowledge that is rather specialized, and which many school librarians do not have. However, there are competent critical agencies at work for librarians, and book lists of good science books are now available. For example, the American Association for the Advancement of Science, together with the National Science Foundation has already published four science book lists. The National Science Teachers Association, at its annual convention, exhibits a collection of the latest science books, and the titles are published as a bibliography by the Combined Book Exhibit, Inc. of New York. These are available for all librarians. Under the auspices of the

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Library Journal, there are published booklists of science books for young people collected by members of the New York City Bureau of Curriculum Research, and these lists are available in quantity for distribution.

Secondary-school librarians, of course, have a carryover into adult books in their work. A high school senior should be able to read the same books as a college freshman. And so, the adult book reviewing agencies, as the *New York Times*, the *New York Herald Tribune*, and the *Saturday Review* become important. Good science books are also usually reviewed in special professional journals like *The Science Teacher* and *The Journal of Chemical Education*. You may think these publications are not usually available to school librarians. But remember that a member of your science faculty may be receiving them and would probably be happy to share them. *Scientific American*, of course, is an excellent source of reviews for science books which young people ought to be reading.

And while on this tack, let me mention that new delightful antibiotic for meager library budgets—the paperback. More and more excellent titles in science are appearing in paperback

form. And cost is only part of the story. Most of these books are reprints of classics in the field. For example, the New American Library has an excellent series of titles; while a press like Dover reprints more disciplined items, as *Science and Method* by Poincaré—but these are items which the better student will usually read.

So, the librarian has a weapon which many teachers do not possess for conquering ignorance of science. Teachers have so much to do in their daily tasks that they often do not have the time to keep up with the publication of trade books. And this is where the school librarian and teacher ought to work hand in hand to bring before the student the wonderful world of science in books.

Librarians are only human, and like elementary-school teachers with poor science backgrounds who have to teach science, many librarians may feel insecure when it comes to selecting or recommending science books. Or, they may feel that their limited background in science stands like a wall between them and the student to prevent reasonable communication. We face a great national problem in science education where our elementary-school teachers are concerned. The pressure upon them to teach science in greater amounts and with greater sophistication is increasing. And yet, most of them come to their first teaching of science with fear and trepidation, because we have not yet worked out an answer to the question: "What of science should an elementary-school teacher know?" In the same way, I suspect, we have not paid enough attention to what of science a librarian ought to know in this science-centered civilization.

I would like to propose that all school librarians be encouraged to share with teachers the benefits of any in-service courses in science, science workshops, science consultant services, or National Science Foundation summer courses that are being made available. In fact, I would like to go one step further and suggest that such programs in science education be made available for all librarians who are interested, whether they are school librarians or public librarians. Public librarians also have a large stake in the reading of young people, and I think that we have put off too long the recognition that librarians are as necessary and as important to

(Continued on Page 130)

The Wisconsin Unit of the Catholic Library Association announces its Fall meeting to take place on October 28, 1961 at the Pfister Hotel in Milwaukee, Wisconsin.

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The Information File in the Secondary School

BY SISTER M. THOMAS EULBERG, O.S.F.

Mount St. Francis
Dubuque, Iowa

Introduction. There is something of a delightful idea that the standard of a high school can be judged by the caliber of its information file, a theory—we were told in a library science class some years ago—held by a noted library school. Even if this theory seems eclectic, it emphasizes the position that the information file can play in the high school library.

Necessity. The basic reason for the existence of the information file in the secondary school lies in the value of order and system. There is always an influx into the library of reprints, pamphlets, advertising materials, pictures, brochures, and similar items of some value. Unless such fugitive material is made accessible, i.e., unless there is a place for it and it is in its place, it will be absolutely worthless. Worse, it will clutter the work room or shelving which should serve a better use. The working information file makes available useful and timely information and material not possible to secure in other form or at so nominal an expense.

Equipment and Location. Though ordinarily only standard furniture should be used in equipping a school library, a wooden or strong pasteboard box may be substituted until a metal file is available. All material under one heading should be enclosed in legal size (147/8 by 10 in.) manila folders of medium quality. Since the information file is an instrument that grows and consequently changes, the five-cut and the three-cut tabs may seem most feasible for efficient and quick guide service, even though insertion from time to time will break the regularity of the pattern. The folder tab is tagged with the subject heading, either hand lettered in ink or typed on labels prepared for pasting. Besides the file itself and the manila folders, no other special equipment is necessary.

The accepted place for the information file is near the librarian's desk because she frequently reserves free access to the file to herself. The librarian is familiar not only with the clippings and pamphlets but also with the arrangement of the materials. Others may remove items, only to replace them in the wrong folder, mixing and misplacing without realizing the results—temporary loss of items and subsequent need for reorganizing.

Material Sources. One of the most encouraging things about the information file is that really useable data can be obtained with practically no expense. *Free and Inexpensive Learning Materials*, 7th ed., Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1956, \$1.00, is the best single bibliographical source.

A general source includes reprints, magazines, and newspapers. Reprints of special articles and outlines have their value; both *Compton's* and *World Book* for example, have issued noteworthy reprints of encyclopedia articles. From radio and TV stations, one can obtain speeches for the asking. Magazines and newspapers may have their particular value. Single copies of non-indexed or duplicate magazines should be perused and clipped according to the findings. Sometimes it becomes advisable to secure a particular issue for a single valuable article a magazine contains. Keeping newspapers in the high school library is not plausible—unless exception be made for the school paper as a local history source—while individual articles of value have their place in the information file.

From miscellaneous sources (book jackets, calendars, catalogs, advertisements, old text books, Christmas and greeting cards, etc.) can be derived various collections of interest and pur-

pose: art-picture prints; pictures of famous cathedrals, towers, statues, buildings; post cards of geographic import; maps; bulletin board material; and class lesson illustrations.

The thing to remember when dealing with sources is that what is reserved must be useful, and actual circulation of material decides utility. Again, each file should reflect its own schools peculiar and individual activities, needs, and services.

Preparation of Materials. A practical and serviceable way to care for clippings of greater value is to mount them on reverse sides of large advertising envelopes. Clippings of lesser value may be filed without mounting. Only one subject should be mounted per envelope so that relevant matter may be added. The name of the source, with the date, should always be indicated for each item. Articles of several pages may be stapled. Mounts for pictures should be uniform in size and color; gray and brown are standard. But not all pictures should be backed. Those for use in a classroom or for bulletin display should not be mounted; most users prefer to choose their own colors to fit into a scheme they have planned. A definite set of pictures—art prints, for example—will be more accessible if labeled on the reverse side, upper-lefthand corner, and arranged in the folder alphabetically by the name of the artist or title of the work. (The author labels all art pictures with a triple-line entry: artist, school of painting, and title.)

Various methods are used in mounting. Pastes have been tested and many librarians prefer a special kind. Pure rubber adhesive has two valuable features: any excess can be rubbed away; and, when the cement has been applied to one surface only, a picture can be removed without being torn. One disagreeable point is that such adhesive tends to darken the paper on which it has been used. Should one apply paste over the whole edge surface? Yes; tacking invites harm to the item one is trying to preserve. A smooth job further requires that any pasted surface be pressed until dry.

Only when too much material on a certain subject accumulates in a folder should that material be relegated to a pamphlet box on the shelf. Though it is rare that a school library will find many subjects to be given such prominence, such a likely subject will be local (civic

and parish) history—material which because it is a unique source, frequently will become increasingly valuable as time goes on.

Care should be exercised, on the whole, however, in balancing the worth of fugitive material—whether for the file or for pamphlet boxes—with the labor, time, and manner of securing it, especially when such material is inexpensive. One could, all too soon, with inexpensive material, be prodigal with money which might better be directed toward one good book on the subject.

Finally, all clippings and pamphlets should be stamped with the name of the organization to which they belong; they must be marked with the subject heading assigned to them and I.F. to indicate that they have been taken from the information file.

Assigning Subject Headings and Filing. When materials, clippings, pamphlets, and pictures have been collected and reserved as worthwhile, they must be assigned to subject headings. The librarian aims first to maintain consistency with the card catalog, using Sears' *List of Subject Headings*, Kapsner's *Catholic Subject Headings*, Ball's *Subject Headings for the Information File*, the *Standard Catalog for High-School Libraries*, and the *Catholic Periodical Index*. The authority list of headings used, including "see" and "see also" references under appropriate headings, may be kept on three by five inch cards or on typewritten sheets.

The usual method for filing is simply alphabetical by subject headings, guide labels on the outsides of the drawers indicating, like a set of encyclopedias, the dictionary-method of arrangement.

When an article is first read and put aside for preservation, its place in the file should also be determined. If at the moment, no place seems fitting, one may lay aside the clipping for a second inspection rather than prepare a new folder and run the risk of cluttering the file with too many subjects. Such second perusals make more certain the necessary discretion in adding matter to the information file.

Cataloging. For the school library one method of cataloging alone seems reasonable: the indication in the general catalog that material on a given subject will be found in the information file. Material worth preserving should be worth

(Continued on Page 135)

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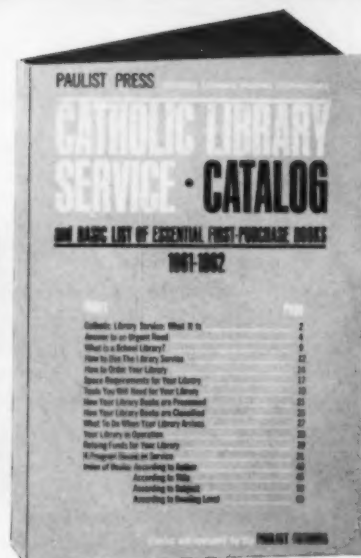
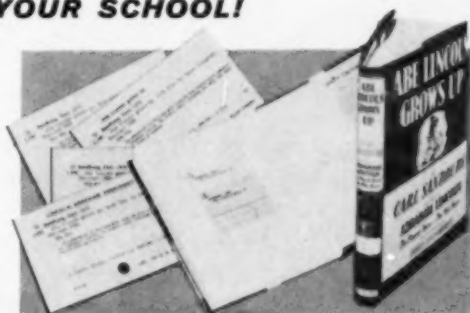
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CATHOLIC LIBRARY ASSOCIATION STAFF CHANGES

JOSEPH W. SPRUG

The announcement of the resignation of Mr. Joseph W. Sprug from the position of Editor of the *Catholic Periodical Index* and the *Guide to Catholic Literature* will come as a great shock to the subscribers of these two important publications. Mr. Sprug has been Editor of CPI since September 1, 1952, when he succeeded Mr. Laurence A. Leavey who had served in this post for fourteen years. Mr. Sprug received his bachelor's degree from St. Meinrad College, Indiana, his graduate degree in Library Science in 1947, and his M.A. in Philosophy in 1949, both from the Catholic University of America. From 1947 to 1952, he was a member of the Cataloging Department of the University Library and head of the department from July 1, 1951, until the time of his appointment to the CPI. He worked closely with the CPI Committee in reviewing and streamlining the operations of the *Index* and expanded the coverage of Catholic periodicals from 87 to 200. The introduction of new production techniques developed under his direction are the resulting improved schedule of appearance of the publication, and the broader service to subscribers were largely responsible for the greatly improved financial status of the CPI.

As first editor of the *Guide to Catholic Literature* under CLA auspices he made a real contribution, first by continuing the excellent service founded by Mr. Walter Romig and then by reorganizing and enlarging the coverage of this publication.

The dedicated service of Mr. Sprug, his exceptional technical competence, his scholarly approach to the task, his keen perception of the importance of the *Index*, his understanding of Catholic thought and scholarship, and his friendly, cooperative and sincere manner of dealing with all, have won him a most important place in the history of the Catholic Library Association.

The new Acting Editor of the *Catholic Periodical Index* and *Guide to Catholic Literature* is Mr. Joseph A. Placek who previously held the position of assistant editor of the publications.

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CLARA C. GLENN

Miss Clara C. Glenn has been appointed as the editor of the *Catholic Supplement to the Standard Catalog for High School Libraries*. Miss Glenn replaces Dr. Helen Butler, who recently retired.

Miss Glenn has been the librarian at St. Thomas Military Academy, St. Paul, Minnesota, since 1944. She received her B.A. Degree from the College of St. Catherine, and her M.A. and B.S. in Library Science degrees from the University of Minnesota. For several years, Miss Glenn taught in various schools in Minnesota, and during the summers of 1950 and 1951, was a Lecturer in Library Science at the Catholic University of America.

Miss Glenn is a member of the Catholic Library Association, the American Library Association, the Minnesota Association of School Librarians, and Phi Beta Kappa.

The appointment of Miss Glenn as editor of the *Catholic Supplement to the Standard Catalog for High School Libraries*, was announced by the Reverend Francis X. Canfield, President of CLA.

MICHAEL J. LA CIVITA

Mr. Michael J. La Civita has been appointed the new Managing Editor of the *Catholic Library World*, succeeding Mr. William J. Redding.

Mr. La Civita is a graduate of the Duquesne University School of Journalism. He formerly held the positions of news writer and news director for a local Pittsburgh-CBS affiliate radio station, served on the staff of the *Homestead Messenger*, and more recently was a staff member of the William Schoyer Public Relations Company in Pittsburgh.

Mr. La Civita joined the central office staff on August 14, 1961. He will handle the production of the *Catholic Library World*, and develop promotion for CLA projects and publications.

The Executive Council will hold its fall meeting in Detroit, October 21-22. Council members are always interested in suggestions and recommendations from members. Please forward them to the President for consideration by the Council.

MARYGROVE COLLEGE LIBRARY RECEIVES KRESGE FOUNDATION GRANT FOR RARE BOOK ROOM

A sum of \$25,000 for a rare book room has been donated to the Marygrove College library addition in Detroit, by the Kresge Foundation.

The room, dedicated to the memory of Mr. Daniel C. Fisher, former president of the S. S. Kresge Company, will be located on the first floor of the library addition, and will contain many valuable works from the college collection. Among them, according to Sister Claudia, librarian, will be a 14th century manuscript on metaphysics, written on virgin vellum; a number of incunabula, or books printed up to 1501 A.D.; a 15th century Latin Psalter, or book of psalms; a Froben Bible, the smallest edition of the Bible printed during the 15th century; and a rare 17th century German "peasant prayer book," written in longhand and used by persons of peasant stock.

First editions and autographed books of later literary periods will also be displayed, as well as examples of fine bindings from various periods. One of the most beautiful volumes is a Spanish missal bound in green velvet and embroidered in silver.

The purpose of the rare book room, says Sister Claudia, will be to house a permanent display of the bookmaker's art through the centuries.

"We usually teach a summer course in the history of the book," Sister Claudia remarked, "and this room will enable us to trace its evolution in visual terms. Our students in education and other courses also receive lectures on this topic."

"Up to now, these books have necessarily been housed in our archives room, under lock and key, to prevent mishandling. Now they will be on display to both students and visitors to the college."

The Marygrove library addition will enable the college to house 200,000 volumes. Present facilities contain approximately 90,000 volumes.

Construction began on the addition in May of this year. It is scheduled for completion in May, 1962. It will also contain an instructional materials room, a 400-seat lecture hall, a room to house papal documents, and an enlarged area for processing books and using microfilms.

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FROM ONE CATALOGER TO ANOTHER

BY
OLIVER L. KAPSNER, O.S.B.
St. Vincent College Library
Latrobe, Pennsylvania

Catalog Cards Via Rapid Transit

Many librarians deplored the collapse of the cataloging-in-source experiment, which had aimed to supply full cataloging information for new American imprints as the books came from the publisher, either on the verso of the title page or in the back of the book.

Perhaps all is not yet lost, as another scheme is brewing promising to yield similar benefits. The April 1961 issue of *Cataloging Service*, issued by the Processing Department of the Library of Congress, announces that the "Library of Congress has been investigating the possibilities of a program whereby libraries could obtain sets of LC catalog cards with the books they purchase from distributors and perhaps from some publishers, rather than ordering the cards separately from LC when they purchase their books. It should be emphasized that no program is yet in effect and that the arrangement is presently in an exploratory stage only."

The bulletin goes on to explain that the Library of Congress, after making a thorough survey of the field, has arrived at the conclusion that there are 13,000 new American trade-book titles which could receive such advance-cataloging annually. And then continues:

"The large wholesale book-distributors in this country make about 70 per cent of their book-sales directly to libraries; an additional quantity of their sales are made indirectly to libraries through bookstores. Current American trade books (as opposed to older titles) account for an estimated 80 to 85 per cent of the wholesale book-distributors' sales to libraries. (Eighty per cent of LC's card sales to all subscribers are

for current American imprints.) If LC's catalog cards could be supplied to libraries along with the current American books they purchase, the libraries could realize benefits in all handling and processing operations required to put their new books into prompt use."

Here Come the Duplicators

The exhibit booths at the ALA convention in Cleveland last July featured something librarians have been seeking for years, namely, an efficient and economical card duplicator. Presently, not only one but two specimens appear almost simultaneously on the market. And, of all things, each is the product of the inventive genius of a Catholic library enthusiast, the one a layman, the other a monk.

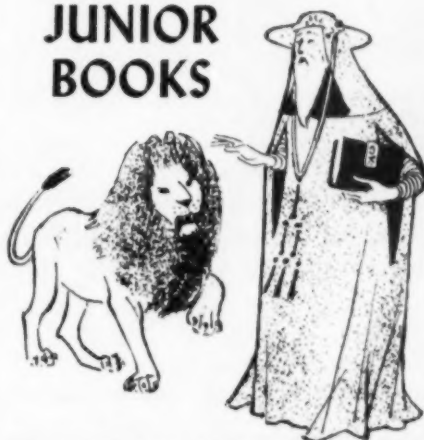
The smaller of the two inventions, the *Chiang Small Duplicator*, has been in an experimental stage for two years, and is now being offered in a new model. Initial investment for the duplicator is \$54.50. The stencil (cut singly, that is, one stencil per card) costs a little over five cents, procurable in quantities. Any standard stock of 3x5 cards can be used, costing around six dollars per thousand. Total cost, including labor, for a set of six cards would be about 12 cents. The duplicator is easy to operate: 1. cut a stencil; 2. place the stencil in the holder; 3. press and push the holder once for each print. No special training is required to operate the machine; just read and follow the instructions. Feeding the cards is simple and consistent, assuring the same top and side margins on all cards. Cards dry in 20 minutes. The first few cards are usually wasted. The impression is clear and will not fade or rub out. The stencils can be typed by regular or electric typewriter. Any mimeograph correction fluid can be used to remedy typing errors. Change of stencil is simple and rapid, and no cleaning problem is involved. Inking has been reduced to a very simple act: just pour ink into a box beneath the roller. (If the operator gets his hands soiled, it would be his own fault.) Better printing results are obtained if the room temperature is not too high. The low initial investment for this duplicator should bring it within anybody's reach. Obtainable from: Chiang Small Duplicator, P.O. Box 423, Notre Dame, Indiana.

A new specimen of card duplicator was presented in the exhibit booth area for the first

time, called the *Fichimprim* duplicator. This duplicator is a rotary type, costing \$340. The stencils cost seven cents apiece (one stencil per card, though supplied in continuous form for typing convenience). Card blanks cost five dollars per thousand, specially manufactured for this type of printing and supplied by the same distributor. (It is a special cardboard stock, but seems to have all the snap and sturdiness of the rag catalog cards we are accustomed to handle.) With the stencil somewhat more expensive but the card blanks a little cheaper, the total cost, including labor, for a set of six cards would be about 12 cents. The duplicator is easy to operate: 1. cut the stencil; 2. attach the stencil to the holder; 3. turn the cylinder crank once for each print. Anybody can learn to operate the duplicator. Cards dry in ten minutes. (Just let them pile up in the box at the end of the route.) It is possible to get a perfect copy with the first print. The impression is sharp, with durability guaranteed. A Royal Electric typewriter was used at the booth to cut the stencils, and was conceded preference. Six cards can be run off in a minute, including change of stencils. (Mimeograph operators will know that with short runs it is the change of stencils that is time-consuming.) No need to clean the machine between change of stencils. The fluid is supplied to the machine through a tube from a small tank or bottle. This duplicator can be switched from card printing to regular printing any size up to 9x14 inches, for which special attachments are included with the duplicator. The duplicator was invented by a Benedictine monk in Canada, where it is distributed by Fichimprim, Enr., Abbaye de Saint-Benoit-du-Lac, Comte de Brome, P.Q., Canada. In the United States the distributor's address is: Fichimprim Division, Abbey of St. Procopius, 1637 So. Allport Street, Chicago 8, Illinois.

Both duplicators are based on extensive research and experimentation before being put on the market. They attracted considerable attention at the Cleveland convention. Librarians had genera^l considered that a card duplicator, to be economical, would have to cost less than \$500. We are now ready for comments from libraries which are giving these two duplicators a trial.

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BOOKS AND BANDAGES

CONTRIBUTIONS TO THIS SECTION ARE SOLICITED AND EDITED BY:

SISTER MARY BERENICE, R.S.M.
Mercy Hospital
Buffalo, New York

It has been suggested to the Editor of "Books and Bandages" that, for the current year, 1961-1962, a series of bibliographies on subjects pertinent to the interests of medical, nursing and paramedical personnel be shared with the readers of *Catholic Library World*, who in many instances do not have an opportunity to attend Annual Conferences at which time such material is frequently made available.

Bibliographic Series Number 1

Cerebral palsy in children was first recognized by Dr. William John Little in the year 1862. It has long been held that any injury to the brain may cause spasticity. Today, we know that damage to specific areas of the brain cause other conditions as well as spasticity.

In an effort to develop an awareness of the easily recognized disturbances in the field of speech, hearing, control of hyperactivity and the emotions, the first of the series is offered.

The Child With Cerebral Palsy 1946-1957

PREPARED BY LIBRARY STAFF
Niagara University
College of Nursing

Books and Pamphlets 1952-1957

American Public Health Association, Inc. Committee on Child Health.

Health supervision of young children. New York, The Association, 1955.

Part I is an aid to understanding the needs of parents and their young children. Part II discusses the child health conference as it serves all children.

American Public Health Association, Inc. Committee on Child Health.

Services for children with cerebral palsy. New York, The Association, 1955. 107p.

Although published as a guide for public health personnel, this volume will be of aid to any group interested in meeting the needs of the child with cerebral palsy. Bibliography.

American Public Health Association, Inc. Committee on Child Health.

Services for children with hearing impairment. New York, The Association, 1956.

A discussion of the services needed for aiding children with impaired hearing.

American Public Health Association, Inc. Committee on Child Health.

Services for handicapped children. New York, The Association, 1955.

Brief discussions of handicapping conditions, incidence, cause, diagnosis, treatment, community organizations and services to aid handicapped children.

Cardwell, Viola E.

Cerebral palsy, advances in understanding and care. New York, Association for the Aid of Crippled Children, 1956.

Authoritative.

Cardwell, Viola E.

The cerebral palsied child and his care in the home. New York, Association for the Aid of Crippled Children, 1957. 196p.

An extremely comprehensive guide and reference for nurses working with the cerebral palsied child. Included are a sample Record of Functional Activity and Training, numerous illustrations of equipment, toys and training aids, and a detailed bibliography as well as references at the conclusion of each chapter.

Commission on Chronic Illness.

Chronic illness in the United States. Vol. I. Prevention of chronic illness. Cambridge, Harvard University Press, 1957.

Chapter 13 deals briefly with cerebral palsy and discusses etiology, predisposing factors, precipitating factors, prevention, detection, treatment and rehabilitation.

Cruikshank, William, and Raus, G. M.

Cerebral palsy: its individual and community problems. Syracuse, Syracuse University Press, 1955.

Donnelly, Reinette Lovewell.

Getting acquainted with your brace (Publication No. 33). New York, National Foundation for Infantile Paralysis, 1948.

Brief and useful guide for the use and care of braces.

Keeny, S. M.

Half the world's children; a diary of UNICEF at work in Asia. New York, Association Press, 1957.

Brief mention of cerebral palsy care in Japan as aided by UNICEF. This book illustrates the sharing of health knowledge throughout the world.

Matheny, Mary Marguerite.

If in-patient training is prescribed . . . prepare your child. Chicago, National Society for Crippled Children and Adults, 1952. (Reprint from *The Crippled Child*, February 1952.)

Routines of daily care for the handicapped child are discussed briefly as a guide for transition from home to institution.

New York (City) Board of Education.

Helping the physically limited child. (Curriculum Bulletin 1952-1953 Series, Number 7.) New York, Board of Education, 1953. 211p.

Written for school teachers as an aid to understanding handicapped children, this book may serve as a guide for all who wish to help these children grow. Bibliography.

New York (State) Department of Health. Office of Public Health Education.

Child health is everybody's business. Progress and goals in New York State. 1952.

Pictorial and statistical evaluation of services to children in New York State.

New York (State) Joint Legislative Committee to Study the Problem of Cerebral Palsy. (Legislative Document—1953 No. 61.)

A statistical report of the cases, facilities and aid available for the cerebral palsied.

Public Affairs Committee.

How to help your handicapped child, by Samuel M. Wishik. (Public Affairs Pamphlet No. 219.) New York, 1955.

Written to give parents a better understanding of the child's physical condition and his feelings.

Public Affairs Committee.

New hope for the retarded child, by Walter Jacob. (Public Affairs Pamphlet No. 210.) New York, 1954.

Definitions, diagnosis, education and training, family relations, research being done and what parents can do to help their retarded child.

Rautman, A. L.

The seriously retarded child. (Reprinted from *Mental Health*.) New York, The New York State Society for Mental Health, n.d.

The parents' reaction when they first learn that their child is mentally defective and the purposes of institutional care.

Rusk, H. A., and Taylor, E. J.

Living with a disability. Garden City, Blakiston, 1953. 202p.

A reference for those who work with the physically handicapped. Includes check lists of physical demands of daily life from bed to job, photographs or diagrams of gadgets for aid of the handicapped in self-care, and cars and homes adapted for the severely handicapped. Illustration numbers are listed with sources for those who wish to acquire the equipment.

Rusk, H. A., and Taylor, E. J.

New hope for the handicapped. New York, Harper, 1949. 231p.

An inspirational reference on rehabilitation which cannot fail to transmit to the reader the authors' dynamic philosophy.

Stevenson, Jessie L., et al.

Physical therapy in public health agencies. New York, Joint Orthopedic Nursing Advisory Service, 1949. (Reprinted from *Public Health Nursing*, August, October, December 1948, January 1949.)

Reprinted together these articles give a comprehensive discussion of physical therapy in public health agencies which may serve as a guide in seeking or utilizing such service.

Terry, Florence Jones, et al.

Principles and techniques of rehabilitation nursing. St. Louis, Mosby, 1957.

A most useful reference with discussion of rehabilitation in general, and the nurse's place in rehabilitation. Chapter V deals with the

- child with a handicap.
- U.S. Children's Bureau and Office of Education.
The child with cerebral palsy. Washington, G.P.O., 1950.
Simple description of the diagnosis, etiology, prognosis and need for education of the cerebral palsied.
- U.S. Children's Bureau.
Children with impaired hearing, an audiologic perspective by William G. Hardy. (C.B. Pub. No. 326.) Washington, G.P.O., 1952.
A brief discussion of the incidence of impaired hearing in children and its implications in child development, and the services needed for such a child.
- U.S. Children's Bureau.
Four decades of action for children; a short history of the Children's Bureau, by Dorothy E. Bradbury and Martha M. Eliot. (C.B. Pub. No. 358.) Washington, G.P.O., 1956.
A short history of the Children's Bureau tracing its services to the nation's children in the past and at present.
- U.S. Children's Bureau.
Services for crippled children. (C.B. Folder No. 38.) Washington, G.P.O., 1952.
Explanation of federal aid to states and state services to crippled children.
- U.S. Office of Vocational Rehabilitation.
Opportunities for the deaf and hard of hearing through vocational rehabilitation. Washington, G.P.O., 1949.
Description of educational and vocational aid available to those with hearing loss.
- Warren, R. L.
Studying your community. New York, Russell Sage Foundation, 1955. 369p.
A useful reference for classes or groups wishing to study their community. Contains a section on health and a directory of agencies.
- Waterman, Theda L., and Lang, Valorus F.
Chronic illness. St. Louis, Mosby, 1955. 343p.
Extremely readable reference book on chronic disease including philosophy, scope and organizations available to meet the needs of such illness. Although cerebral palsy is given only minor coverage much of the more general coverage is pertinent. Well illustrated with photographs and charts.
- Whitehouse, F. A.
Philosophic approach to rehabilitation. Mimeographed copy. American Heart Association.
Although discussing heart conditions, this is an excellent statement of the philosophy of rehabilitation.
- Wishik, S. M.
Planning community programs for the cerebral palsied. New York, United Cerebral Palsy, 1953.
A useful guide for planning services for children with cerebral palsy. Includes helpful statistical data.
- World Health Organization.
The mentally subnormal child. (W.H.O. Technical Report No. 75.) Geneva, W.H.O., 1954.
Collective views of an international group of experts on definition, prevalence, prevention and services for children who are suffering from "mental subnormality or social incompetence."

Periodicals

1946-1957

- Abel, Marjorie.
Feeding the child with cerebral palsy. *American Journal of Nursing*. 50:558-560, September 1950.
Helpful solutions to feeding problems.
- American Public Health Association.
State health department—services and responsibilities. An official statement . . . adopted November 11, 1953. *American Journal of Public Health*. 44:235-252, 1954.
Not only a guide to state health departments but a guide for communities in evaluating services and resources.
- Bakwin, Ruth M., and Bakwin, Harry.
Cerebral palsy in children. *Journal of Pediatrics*. 39:113-122, July 1951.
Very complete resume with emphasis on psychological aspects. Includes excellent bibliography.
- Brooks, L., and Altman, Isidore.
United Cerebral Palsy—its growth and present status. *Public Health Reports*. 70:1107-1110, 1955.
Discussion of this young voluntary health

agency, containing useful information about both the organization and the conditions which result in the group comprising "Cerebral Palsy."

Coyle, Ione.

The public health nurse in the cerebral palsy program. *Nursing Outlook*. 4:95-9, February 1956.

Nursing role and in-service education to help her to fill it.

Denhoff, E.

Needs in field of psychologic appraisal of children with cerebral palsy. *New England Journal of Medicine*. 243:524-527, October 5, 1950. Discussion of various means of evaluation. Includes listing of references.

Eastman, E. J.

The etiology of cerebral palsy. *American Journal of Obstetrics and Gynecology*. 69: 950-961, May 1955.

Up-to-date review of causative factors.

Fuldner, R. V.

Physical examination of the cerebral palsied child. *American Medical Association Journal*. 148:34-41, January 5, 1952.

Useful to the nurses who will assist with examinations.

Gesell, Arnold.

Cerebral palsy research and the pre-school years. *Postgraduate Medicine*. 15:104-108, February 1954.

Discussion of understanding the problems concerned with diagnosis, guidance, and education.

Gorthy, W. C., and Moed, M. G.

Program for the cerebral palsied. *Public Health Reports*. 72:825-831, September 1957. Helpful in assisting the cerebral palsied to find a place in life utilizing their essential abilities.

Jones, Margaret H.

The cerebral palsy child; diagnosis and treatment. *American Journal of Nursing*. 46:465-468, July 1946.

Types and causes of cerebral palsy discussed and classified in tables. Good illustrations of home equipment.

Keats, Sidney.

Rehabilitation of child with cerebral palsy. *International College of Surgeons Journal*. 18:935-939, December 1952.

(Continued on Page 131)



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BOOKS IN THE PARISH

BY JANE F. HINDMAN

Holy Family College
Philadelphia, Pennsylvania

Those of like interest tend to band together for mutual aid. Great things are achieved by building on the experience of others. Those who understand the problems and have had the same experiences can be of great help to their fellow workers in any field.

With this principle in mind the Catholic Library Association has divided its membership into sections so that librarians with a special problem will find it easier to know and consult with others.

The Parish Section is the youngest and most diffused of these groups. It includes librarians of the highest professional training and those with little or no experience. The libraries range from a shelf of books to several thousand books.

These libraries are difficult to evaluate. No one can say that the large library is more successful than the small. It may be of greater value because more books are available, but it is possible that the library doors are kept locked most of the time, or there may have been no discrimination in the selection of the books. On the other hand the few books may be wisely chosen and be in constant circulation.

Because of the diversity of interests and other duties of the part-time parish librarian it is difficult to form a cohesive Parish Library Section, yet once established it is found to be most helpful.

There are various means of bringing these librarians together. The Philadelphia Area Unit has a library committee of professional librarians who aid the parish librarian in any way possible. They act as an advisory group in setting up new libraries and helping those already established. The Philadelphia Parish Section

meets before at least two of the quarterly general meetings. Occasionally one of the parishes invites the parish committee to visit them and discuss their problems. At infrequent intervals, individual parish library committees invite another group with similar problems to visit them. From these meetings a feeling of friendliness is created.

The members of the Minnesota-Dakota Unit have worked a bit differently to solve their problem. Miss Betty Lou Hammargren, Chairman of the section, writes about their work:

A PARISH LIBRARY ORGANIZATION

BY BETTY LOU HAMMARGREN

Parish Librarian, Cathedral of St. Paul
Chairman, Parish Libraries Section
Minnesota-Dakota Unit

The Parish Libraries Section of the Minnesota-Dakota Unit of the Catholic Library Association has been active for four years. The need for parish libraries in the Twin Cities is so great that the section decided more good could be accomplished by forming a separate Twin City Parish Library Association. This has been set up as a real organization with officers, dues and regularly scheduled meetings. At present the Association holds four meetings a year; one with the entire Minnesota-Dakota unit of the Catholic Library Association.

At each meeting a speaker discusses a phase of parish library work. In the past year topics such as "The Role of Books in the Life of a Catholic" and "Mariology—A Basic Collection" have been discussed.

When the Twin City Parish Library Association was inaugurated last spring, the members undertook a telephone campaign of the parishes in the area. This produced many hidden libraries and many interested pastors. For the annual meeting this November, practical how-to-do-it workshops have been planned. Free books will be available as they have been at previous meetings.

The parish library association is not a new idea. This group of parish librarians has been meeting informally since 1957, and has been held together by pure interest. The enthusiasm

(Continued on Page 132)



Book Talk **FOR** **PROFESSIONAL** **PEOPLE**

BY SISTER M. CLAUDIA, I.H.M.

Marygrove College
Detroit, Michigan

Craftsmanship and Automation

R. R. Donnelly and Sons, whose fine printing jobs are treasured by librarians, has made available for loan a new 16 mm. full color film with complete narration to demonstrate how *The World Book Encyclopedia* is printed and bound. Highly technical aspects of the processes involved are presented clearly and vividly. The film is available for loan from Miss Ruth Tarbox, Director of School and Library Service, Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago 54, Illinois. (Screening time: 22 minutes.)

Library Bindings

E. P. Dutton and Co. has announced a new program of quality library bindings for large format books and easy-to-read titles at the younger age levels. Books in Dutton Lifetime Bindings will be sold to schools and libraries at net prices, are guaranteed for the life of the sheets, and will meet textbook specifications.

Encyclopedias: How Old Are Yours?

The Crowell-Collier Publishing Company has available an attractive folder in which to note holdings of encyclopedias and reference works. With this record it would be a simple matter to set up a replacement cycle policy for those standard reference works which should automatically be replaced within a definite period of years. Symbols are given for a few of the better known encyclopedias but any reference works can be coded and included in the survey.

Directories

UNESCO has initiated a new program for improving the exchange of educational information. A series of educational directories on single topics will be published in conjunction with such established reference works as *Study Abroad* and *World Survey of Education*. The first number of the series will be *Teachers' Associations*, an international directory, which will report on 1,275 organizations in 126 countries and territories.

Translations

Volume 12 of UNESCO's *Index Translationum* lists nearly 30,000 bibliographies of works published in 1959 and represents 67 different countries. The Soviet Union, as might be expected, leads in the number of translations published, but Khrushchev in this issue replaces Lenin as the most translated author. The Bible is still the most translated book. After Khrushchev, the leading authors are Lenin, Tolstoy, Jules Verne, Dostoevski, Agatha Christie, Shakespeare, Georges Simenon, Hans Christian Anderson, Marx, Chekov, Balzac, Pearl Buck, and A. J. Cronin.

Pre-Packs

Pocket Books "back-to-school" promotion includes four pre-packs which contain titles recommended as aids for the home as well as for high school and college students. The dictionary pre-pack includes foreign language dictionaries as well as the Merriam-Webster English dictionary and Roget's Thesaurus. The "high-spot" pre-pack contains reading in six fields: sociology, *The Hidden Persuaders*; English literature, Shakespeare's *Tragedies and Comedies*; *Immortal Poems of the English Language*; *High Speed Math Self-Taught*; *The Story of Philosophy*; *The Pocket History of the U.S.*; and *How to Win Friends and Influence People*. We could recommend a few substitutes.

Teaching Machines

The teaching-machine field, that "odd mixture of commercialism, unrestrained enthusiasm, and sober research," is well covered in the May-June issue of the *AV Communication Review* (Supplement 3, \$2.00) on "Current Teaching-Machine Programs and Programming Techniques." This report was originally prepared for

the Personnel and Training Branch of the Psychological Sciences Division of the Office of Naval Research by the Electronics Personnel Research group of the University of Southern California's Department of Psychology. Joseph W. Rigney, of the University of Southern California, and Edward B. Fry, director of the Reading Clinic at Loyola University (Los Angeles) are responsible for this overview of the types of programs now available in terms of content and educational level. The survey includes samples of 81 current programs.

Copyright Changes

In a report submitted to Congress on July 10 by L. Quincy Mumford, the Librarian of Congress, sweeping changes in copyright law are proposed. Among the changes recommended by the Copyright Office are: an increase in the present maximum term of copyright from 56 to 76 years; protection of sound recordings against unauthorized duplication; single copy photoduplication of material in library collections for research purposes under explicit conditions; elimination of the manufacturing clause. The report is the result of studies conducted by the Copyright Office over a period of five years.

Poetry Consultant

Louis Untermeyer, distinguished poet and editor, has been appointed to serve the Library of Congress as Consultant in Poetry in English for the coming year. Established at the Library of Congress in 1936, the position of Consultant carries with it the responsibility of advising on improving the Library's collections in this field; recommending the purchase of new materials; advising on bibliographic and reference work; conferring with scholars and poets using the Library's facilities; and providing editorial supervision for the Library's recording program in the field of poetry.

United Nations

The September, 1961 issue of *National Geographic* includes the "most accurate and up-to-date record ever presented" of the flags of the United Nations. The entire article is beautifully illustrated in color and gives a complete description of the strict rules governing the handling of the 100 flags painting a "rippling band of color

across the broad plaza of the United Nations headquarters in New York." In order to present the 99 national flags in full color, together with their histories, the National Geographic Society's staff spent nearly a year gathering data and designs from official sources.

Civil War Centennial

The Struggle for Survival, by William J. Roehrenbeck, Director, Jersey City Public Libraries, is an attractive brochure based largely on material on the Civil War and the Confederate States of America. The booklet includes a Civil War chronology, Civil War "Miscellanea," references to military leaders of the North and South, and a good selection of 100 important titles on this era of American history. Copies are available from the Library and Educational Division of the Crowell-Collier Publishing Company (640 Fifth Avenue, New York 19 at 50 cents each; 25 cents for 3-25; 15 cents for 26 and over).

Arms Control

The fall, 1960 issue of *Daedalus*, the Journal of the American Academy of Arts and Science, was devoted to the subject of Arms Control. The demand for copies was so great that within a few weeks the entire printing of 20,000 copies was entirely sold out. The Academy, accordingly has arranged with George Braziller, Inc., to publish a revised and expanded version of the issue in a book entitled *Arms Control, Disarmament, and National Security*. The revision will be edited by Donald G. Brennan and will include an introduction by Jerome B. Wiesner, Chairman of the President's Science Advisory Committee.

Scripture Bibliography

Too late for the school year and likely to be missed because of summer publication was the "Scripture Bibliography" check-list of recent Scripture titles by Sister James Ellen, S.C.N., librarian of Nazareth College, Louisville, Kentucky (*Worship*, June-July, 1961). The well-annotated list includes a six-page list of general titles, and a section each on children's books, pamphlets, and magazines.

(Continued on Page 133)



BOOKS FOR YOUNG ADULTS

BY LORETTA M. WINKLER

Young Adult Librarian
Grand Concourse Branch
The New York Public Library

CALLAHAN, North. *Daniel Morgan, Ranger of the Revolution*. 342 p. 61-5300. Holt. \$5.00.

Half a century ago the historian Edward Channing declared, "Morgan deserves to be better known." Now, as a result of exhaustive research and a facility in writing, the author of four other worthy historical studies portrays the full stature of the "supreme field and eminent frontiersman," who "was eyes and ears" to George Washington in the American Revolution. From "a young oak of a man," driving army wagons and tilling the soil, Daniel Morgan, through sheer courage, strength, and experience, became the trusted leader of expert rifle corps and whole battalions. Gifted with a native genius for tactics, he planned and won the spectacular "Battle of Cowpens," one of the boldest stratagems ever employed in the art of war.

Of lowly origin, Daniel Morgan, always a true patriot and friend, became one of America's finest generals and a member of Congress. Better readers in senior high will follow with keen interest and admiration the Gallant Dannie Morgan's leadership in the battles of Saratoga, Monmouth Canyon, Cowpens, and his grueling march to Quebec; and will be the richer for the experience and his association with the astute, the candid, generous, good-humored Old Wagoner.

SISTER EDWARD, S.C.L.
Central Catholic High School
Billings, Montana

COLLIS, Robert. *African Encounter: A Doctor in Nigeria*. 211p. 61-7216. Scribner. \$4.50

Robert Collis, an Irish pediatrician, accepts a post as head of the department of Pediatrics at the University College of Ibadan in Nigeria.

This is an account of what he has done there, told in a way that makes fascinating reading. It is an excellent introduction to a portion of the African peoples. He explains the social and political character of the new nation, its culture and customs, and its rich resources and potential. But he also poses questions as to whether our ideas are best for these people: Are we certain that a two party plan, based on universal suffrage, is the best system for countries where more than half the population is illiterate and where women hold a completely different position in society than they do in ours?

His tenets throughout the book are those of a doctor with a deep love of people, and he presents problems as they come to the fore in his work with the Nigerians.

This is a very thought provoking book for the above average reader. I would recommend it for curriculum enrichment in social studies and world history classes.

SISTER MARY HUGH
Mercy High School
Riverhead, New York

CARROUGES, Michel. *Pere Jacques*. Translation by Salvator Attanasio. 269p. 61-10025. Macmillan. \$4.95.

This competent well-written biography will without a doubt, leave anyone who reads it inspired. It records the events of the life of Louis Bunel, who became the Carmelite, Pere Jacques de Jesus, and spent the last years of his life in a concentration camp.

As the child of a factory worker, his life was always a struggle. It began with the days when his parents opposed his vocation to the priesthood, because they felt they could not single out one of their children to the financial detriment of the others. This problem was solved—he became a diocesan priest; but struggle did not end. A new battleground appeared: the active versus the contemplative life. The Carmelite order provided the answer, but it was three years before his bishop released him to enter it. Because he harbored three Jewish boys in his school, he was imprisoned by the Gestapo and finally sent

to Mauthausen, where he risked his life spiritually by giving counsel and hearing confessions, and materially by sharing his food with others.

Love was the moving force in his entire life, and he translated the way of Saint Therese of Lisieux into a virile, self-abnegating life which preserved a sense of human dignity in those suffering around him, were they Catholic or Communist, Pole or Frenchman. This is an excellent biography, especially for boys.

NAOMI NOYES
Supervising Librarian
Manhattan Bookmobile
The New York Public Library

GRIFFITH, Jeanette. *Dearest Kate*. 172p. 61-8666. Lippincott. \$3.50.

The sub-title: A Catholic girl meets the problem of manners and morals, gives the theme of this book. It is written as a series of letters and diary entries of a girl in her freshman year at a state college. The thin story, or series of events; Kate's short romances, the "blanket picnic," and a rediscovery of the wholesome hometown boy, help to give the Catholic attitude on such problems as dating, necking, drinking, going steady, marriage, etc.

This is a good approach to the problems that young adults find so difficult to handle. It should be placed on a recommended list.

It could also be used by parents or teachers who sometimes have to do the explaining when asked directly by the teen-ager.

A well done and worthwhile addition to the field!

SISTER MARY HUGH
Mercy High School
Riverhead, New York

Editor's Note:

I found that Kate's problems were resolved a bit too smoothly, and that her final decision was rather unrealistic. I would recommend it for purchase for Catholic senior high school girls, because there are so few readable Catholic books on this subject.

HURLEY, John. *John Hughes, Eagle of the Church*. illus. by Leonard Vosburgh. 190p. 61-7970. P. J. Kenedy. \$2.50.

This is another in the series of American Background Books for young teens.

The story of the Irish boy who became the ardent, courageous Archbishop of New York, will appeal especially to boys.

Like his patron, John the Evangelist, Archbishop John Hughes soared high in his love for, and his devotion to his Church and his adopted country. Both are debtors to him for his stalwart character and fearless leadership in the troubled times of Nativism and Know-Nothingism, his promotion of the Catholic school system, his establishment of the United States Military Ordinate, his innovation of Peter's Pence, and his vision of New York's St. Patrick's Cathedral.

The book is rich in authentic historical detail.

SISTER EDWARD, S.C.L.
Central Catholic High School
Billings, Montana

LUCAS-DUBRETON, J. *Daily Life in Florence in the Time of the Medici*. Trans. from French by A. Lytton Sells. Illus. 324p. 61-8190. Macmillan. \$4.50.

The glories and scandals of Florence set in the framework of a history of the Medicis, form the substance of this book—a part of the Daily Life series being published by Macmillan. The personality of this immortal city emerges from a mosaic of the public and private life of its citizens, be they men of wealth, burghers, artisans, courtesans, intellectuals, or artists.

Still, one is left with a memory of scandals (from which even the Popes did not escape), rather than the glories of the art and literature of the period.

The book was originally written in French, and possibly because of the problems of translation, the style is rather heavy and occasionally awkward. This, together with the intricacies of Florentine history, makes for slow reading.

The book will have its principal use as a reference book on Renaissance life, since its scholarship seems of a high level. Quotations from contemporary writings—diaries, letters, and other documents—are freely scattered throughout the text, and the many portraits are the work of contemporary artists.

NAOMI NOYES
Supervising Librarian
Manhattan Bookmobile
The New York Public Library

NIELSEN, Virginia. *Road to the Valley*. 151p. 61-6107. McKay. \$2.95.

The Mormon people played no small part in the settling of our West. This story, listed by the publishers for young adults, tells of the Mormon hardships from their exodus at Nauvoo, Illinois, Missouri, and finally to the Salt Lake Valley. In particular it is the story of Ellen Barlow, whose father was lost as a result of his participation in the Mexican War. It is her mother's desire to go to the Salt Lake settlement. Ellen takes on the responsibilities of the family. It is a well told story, with good family relationships, and a display of courage in the face of great odds.

There is a romantic interest for Ellen in the person of Chris Denham, a young stranger, who joins the traveling group in order to reach his father in California.

Recommended for eighth and ninth grade girls, and possibly the older reluctant reader.

SISTER MARY HUGH
Mercy High School
Riverhead, New York

RAU, Santha Rama. *Gifts of Passage*, 233p. 61-6440. Harper. \$4.95.

Gifts of Passage is characterized by the author herself as an "informal autobiography," a rough outline of her exotic life in India as well as her not too ordinary life lived in all manner of places in other parts of the world. "To me, my life has seemed ordinary enough, not usual perhaps as lives go but satisfactory to my needs. Yet I know that there are many people, including some of my best friends, who consider it odd, peculiar, even a little mad."

Thus the author introduces herself in a fluent, easy style liberally punctuated with witty anecdotes and charming personal glimpses into her Indian family life. However, Santha Rau presents not only the beauty of her native land, but she bares the haunting burden of poverty, strife and evil as well.

This gifted daughter of an Indian government official, experienced and accepted all the trials of constant change of residence, adjustments that had to be made to other cultures and the contradictory methods of education, as a natural consequence of public office and service.

For the young adult looking for something

"different" to whisk him away from the humdrum here and now, to the places he fancies he might like to be, *Gifts of Passage* is a perfect vehicle for the flight.

A challenging addition to the Catholic high school library collection.

SISTER MARIE PIUS, S.S.J.
St. James School
Ferndale, Michigan

STOUTENBURG, Adrien. *Blue Eyed Convertible*. 61-5570. Westminster. \$2.95.

Eliot Fisher and his friend, Vern Saunders, go into the wood-cutting business as a step toward getting into college. Eliot's side interests, a fickle minded girl and his car, cause him to lose sight of this end for a time. Experience is a hard teacher and he hopes to profit by it. In his efforts to impress the girl, he learns the hidden defects of the car. And when his friend, Vern, has a terrible accident, Eliot begins to face reality.

This is a plausible teenage story with good characterization.

Recommended for ages 12-16.

SISTER MARY HUGH
Mercy High School
Riverhead, New York

TYNDALL, John. *Faraday as a Discoverer*. 213 p. 61-6143. Crowell. \$2.75.

In this new edition of John Tyndall's *Faraday as a Discoverer*, Professor Keith Gordon Irwin has prepared an introduction and some personal notes to assist the modern reader, separated in time from the first edition by nearly a century, to enjoy the original wording with something of ease.

Since Michael Faraday's primary contributions were to the fields of physics and chemistry, the audience appeal will necessarily be somewhat limited to those young persons interested in the history of scientific experimentation. Diagrams scattered throughout the various chapters are line drawings, simple and clear.

This book could still be used as supplementary reading in science classes today, just as it was originally used at the time of first publication.

SISTER MARIE PIUS, S.S.J.
St. James School
Ferndale, Michigan

CLA NEWS AND VIEWS



BY SISTER EDWARD, S.C.L.

Central Catholic High School
Billings, Montana

Greetings once again! It's a long time since this editor first delved deep into the mail sack to extract "news and views" of CLA Units for another issue of CLW. Can what was "news" six or eight months ago now be labeled "views"? At least, we'll start with

Real news . . .

Good news! One more Unit will be added to CLA! In mid-June faithful Anna Manning of the NEW ENGLAND Unit wrote from West Roxbury, Massachusetts: "CONNECTICUT was our first step-child, and now PROVIDENCE is to be our second. Last month the members from Rhode Island organized and have applied for permission to form a new Unit, the PROVIDENCE Unit." In May about 30 members attended the organizational meeting under the chairmanship of Sister Victoria, R.S.M., of St. Francis Xavier Academy, Providence. We'd say the charter is sure to come from Central Office.

Will that bring the total to 41? The 1960-61 CLA Handbook and Membership Directory lists 35 Local Units; the spring-fall issue of the *Mid-South Conference*, under the editorship of Sister Perpetua Marie, O.P., Holy Rosary Academy, Louisville, lists five diocesan groups that are seeking recognition as CLA Units: LITTLE ROCK, RALEIGH, SAVANNAH, CHARLESTON, and MIAMI.

The MID-SOUTH CONFERENCE also seeks to have its boundary redefined as the entire nine-state area of Alabama, Arkansas, Georgia, Mississippi, South Carolina, North Carolina, Florida, Louisiana, and Tennessee.

News from next newest . . .

Doctor M. Frances Breen, Librarian, Benjamin F. Feinberg Library, State University College of Education at Plattsburgh, New York, assumed chairmanship of the OGDENSBURG Unit at the spring meeting, May 13. Sister Mary Joseph, retiring Chairman, thanked those who had assisted her in the formation of the Unit during the past two years.

Another bit of good news from the NEW ENGLAND Unit! A new office is to be established, that of a special reporter of news to and from the National Office. We heartily second the nomination of Miss Manning!

Special—for emulation . . .

The PHILADELPHIA AREA Unit has reason to be proud of the Catholic Literature Group for its recent donation of books to the Free Library of Philadelphia. Twelve to 15 copies each of ten selected titles totaling 130 books were given through contributions of students and alumnae of the six diocesan girls' high schools. Titles wisely chosen are: *Saints for Now*, by Clare Booth Luce; *Toward the Summit*, by Father Raymond Bruckberger, O.P.; *Historic Reality of Christian Culture*, by Christopher Dawson; *In All Conscience*, by Father Harold C. Gardiner, S.J.; *Christianity in Art*, by Frank and Dorothy Getlin; *Last Hours of Jesus*, by Father Ralph Gorman, C.P.; *Shorter Atlas of the Bible*, by Father Lucas Grollenberg, O.P.; *Saint Pius X*, by Leonard von Matt; *Monsignor Ronald Knox*, by Evelyn Waugh. (PHILADELPHIA AREA Unit Newsletter, June, 1961.)

Designed by Jeannine Dorian for Assumption College Library, Worcester, Massachusetts, is a library device consisting of a circle (ring of perfection) divided by the cross, with ACL in diagonal, ART in one quarter, the lamp of knowledge on a book in another, and the fleur-de-lis in the lower right. (*News Notes*, May, 1961.) It was proudly reproduced as part of the masthead for *News Notes* beginning in July. (NEW ENGLAND Unit.)

Friends, tried and true . . .

An example of "true friends of the library" is the corps of volunteer library mother assistants to Sister Mary Verena, R.S.M., of Visitation High School, Bay City. Ten mothers of students, none of whom is college trained, have

each during two years relieved the librarian during at least one-half school day a week of such routines as shelving returned books and magazines, typing catalogue cards, mending books, handling over-dues, in addition to supervising the library. The volunteers have also assisted at two book fairs, preparing the exhibits and selling books. (MICHIGAN Unit.)

Friends of the Library of Mount St. Mary's College sponsored a lecture, April 23, by James L. Duff, former poetry editor of the *Tidings*. Mr. Duff's topic was "Bright Wings: a Commentary on Gerard Manley Hopkins." (*Notes and Quotes*, NORTHERN CALIFORNIA AND SOUTH WEST Units, May, 1961.)

For more reading . . .

Nine high school and college librarians of the Sisters of the Holy Names, all members of CLA and PNCLA, have formed a Community Library Committee, to meet once a year or oftener if necessary. Sister M. Imeldine, Librarian of Maryhurst College, has been appointed chairman for the next two years.

The Committee has produced and copyrighted a Library Manual, a handy-do-it-yourself guide for the busy teacher-librarian and has completed the revision of their reading list, *Joy in Books*, ready for distribution.

With its objective the promotion and establishment of libraries in the Diocese of La Crosse, the WISCONSIN Unit will hold its fall workshop, October 21, 1961, in the St. Thomas More School Gym, Sister John Marie, O.S.B., of the host school, determined the theme: "The Importance of Good Literature and Reading in the Educational Development of Every Child."

All times good for meetings . . .

Because distant librarians cannot attend Unit meetings in St. Louis, the GREATER ST. LOUIS Unit is having CLA go to them. The first Regional meeting of the Unit will be from 11:30 AM to 4:00 PM, October 7, in the School of Nursing Library, St. John's Hospital, Springfield, Missouri. This is the first time the Unit will meet in the western section of its area.

Sister Mary Concepta, R.S.M., Chairman of the GREATER ST. LOUIS Unit, Chairman of the

Local Arrangements Committee, and member of the National Membership Committee, promises a splendid, practical program that should be rewarding for librarians and teachers on all levels. A colorful flyer sent out in early September urges: "Come and see how others are organizing, developing, improving their libraries." A second Regional meeting is set for February 10 at Cape Girardeau Catholic High School; and the annual conference, April 7, at Mater Dei High, Breese, Illinois.

The PHILADELPHIA AREA Unit looks ahead. La Salle College Library will host the fall meeting, October 15; Mater Misericordiae Academy, the winter general meeting, December 10. The Annual Author Luncheon and Conference is scheduled for February 24 at the Bellevue-Stratford; and the spring meeting, April 29, at St. Leonard's Academy.

Thanksgiving Week will find librarians of the MID-SOUTH REGIONAL Conference hie-ing it to Sacred Heart College, Cullman, Alabama, to hear Father Vincent Shepard, O.S.B., tell them "What the Library Can Do to Bring About a Better Understanding of Our Eastern Brethren." For the second time there will be the presentation of the Bishops' Medal. In the evening Doctor T. R. Kosinski, Director of St. Bernard Library, will discuss "European Libraries."

October 28 is the date of the fall meeting of the NORTHERN CALIFORNIA Unit at the College of Notre Dame, Belmont. Doctor Laurence Clark Powell will be the main speaker. His personally annotated list of "books that encouraged me to travel" and books read on trips, "Around the World in Sixty Books," is available without charge from the office of the Librarian, University of California, Los Angeles 24, California.

When MICHIGAN Unit librarians, principals, teachers, and parents meet at Rosary High School, Detroit, October 21, Alice Louise LeFevre, Director of the Department of Librarianship at Western Michigan University, Kalamazoo, will tell them of "The Role of the Practicing Librarian in Library Education," at the general session in the afternoon. Group sessions will be held in the morning. Throughout the day visitors may view the exhibits of new books, of MICHIGAN Unit activities, and the 1961 CBW display.

Mid-summer, July 15, members of the PACIFIC NORTHWEST REGIONAL Conference convened at St. Martin's Abbey, Olympia, Washington, to hear Harry Bauer, University of Washington, discuss "Censorship and Stereotypes," and Zoa Sherburne, Seattle, author of *Jennifer*, talk about "Topics for the Teen-Age Reader." Brother David Martin, C.S.C., Portland University, explained "Library-orienting the Student" on the college level.

'Twas spring they met . . .

Doctor Austin Joseph App was the main speaker at the spring meeting of the PHILADELPHIA AREA Unit, Villanova University Library, April 30, and apparently was sufficient inducement for attendance. No title or subject was given in the April Newsletter, but rather an intensive discussion of Doctor App's ideas and ideals together with a brief sketch of his accomplishments.

Author Ray Bradbury was guest speaker at the spring meeting of the SOUTHWEST Unit, Mount St. Mary's College, March 18. Mr. Bradbury's books include *Medicine for Melancholy*, *Dandeline Wine*, *Golden Apples of the Son*.

And talked of many things . . .

"Images of Man in Contemporary Fiction" was the subject of the talk by Eugene McNamara, Assistant Professor of English, Assumption University of Windsor, at the general session of the MICHIGAN Unit, April 29, St. Mary Cathedral High School, Lansing.

Professor McNamara advanced the paradox that, although man lives in a shrinking world of intense external activity, in art he is portrayed as alone with his tensions and his problems. Material advantages of today, Mr. McNamara asserted, make for sophistication. On the other hand, the spiritual conflicts of the modern hero of the serious novel occur in an atmosphere of psychological agitation and isolation. "As we come to know more and more," stated the speaker, "we cannot accept easy answers." The perusal of these novels, by mature readers, should help us to confront ourselves, to reach distinctions, and to achieve our destiny as human beings. (Thanks to Sister Marie Angela, I.H.M., Girls Catholic Central

Library, Detroit, Publicity Chairman, MUCLA, for summary of talk...

Slides of scenes in Greece, Turkey, and the neighboring countries highlighted Mary Alice Rea's account of her trip, at the May 6 meeting of the NEW ENGLAND Unit at Regis College, Weston, Massachusetts.

Sister Mary John of Regis explained the lay Apostolate which she inaugurated there and which has spread to many Catholic colleges throughout the United States. Regis volunteers have served in areas from Alaska to Guam.

Days of growth . . .

Continuous rain and early-morning and dusk-evening traveling were considered small sacrifices by members of the NORTHERN OHIO Unit who spent three profitable hours at an elementary workshop in the Cleveland Public Library Auditorium, April 22. Mrs. Joseph Turk, Elementary Section Chairman, was program director. Margaret Clark, Head of the Lewis Carroll Room of the Cleveland Public Library, outlined reference books for school libraries in her talk, "Days of Growth."

To discuss professional training for librarians 49 interested persons met April 14-15 at Saint Mary College, Xavier, Kansas, for the second Annual Kansas Library Education Conference, sponsored by the Division of Library Education and Service, Kansas State Teachers College, Emporia. After a welcome by Sister Mary Mark, Librarian, Saint Mary, and an Introduction by Benjamin B. Richards, Chairman, Division of Library Education, Emporia, six librarians, representing city, high school, university, and teacher college libraries, presented a panel on "How Well Did My Library Training Prepare Me for My Work as a Librarian?" Each had had one year's experience.

Principal speaker of the Conference was Father James J. Kortendick, S.S., Head of the Department of Library Science, Catholic University of America. In two sessions Father discussed "Some Challenges to Our Goals in Professional Service" and "More Problems in Library Education." Richard B. Sealock, Librarian, Kansas City (Missouri) Public Library, gave his views on "The Employer Looks at the Candidate."

The program included tours to historic places in the Leavenworth area and to the Command and General Staff College, Fort Leavenworth.

(MIDWEST Unit.)

"The Role of the Library and the Librarian in Contemporary Society," was the subject chosen by Charles O'Halloran, Librarian, Rosenberg Library, Galveston, for the GALVESTON-HOUSTON Unit, April 15. "Librarians," Mr. O'Halloran stressed, "should not become so engrossed in the mechanics that they—as some people charge—do not have time to read."

Prescriptions proffered . . .

In his "Rx for Vicarious Livers" Fred O'Hara, Associate Professor of Library Science, West Michigan University, pleaded with hospital librarians to do more for patients than just give out books. (MICHIGAN Unit.)

Sister Mary Concepta, R.S.M., Librarian, St. John's Hospital, Springfield, Missouri, Chairman, GREATER ST. LOUIS UNIT, agreed on the importance of the role of the librarian in hospital and school of nursing libraries in providing stimulating literature that contributes to recovery and general welfare.

Other subjects treated included: "Catholic Censorship," by Father F. B. Wallis, O.M.I., Librarian of the host school, St. Patrick's College, Ottawa, May 13; "Data Processing by Electric Computers," NEW ENGLAND College Librarians' meeting, Brandeis College, April 8.

In print for all to read . . .

Spurred on by a request to present a paper at the ONTARIO Unit meeting, Sister Carmel Marie, C.S.J., Denis Morris High School, St. Catharines, Ontario, made a study into Canadiana, including not only publications dealing with Canada's early history, but also all books treating of Canada or Canadians. Her paper was reproduced in the spring 1961 *Newsletter* of the CLA ONTARIO Unit.

The 12-page, printed, well-filled spring issue (Vol. VI, No. 3) of the *Newsletter* of the HIGH SCHOOL LIBRARIES Section is another proof that Brother Arthur Goerd's high commendation at the St. Louis Conference is well deserved. Wholehearted praises from this minor editor also! Printed in full was Father Bouwhuis' address given in St. Louis at the CLA-HSL meeting, Friday, April 7.

(Continued on Page 135)

FOR YOUNG PEOPLE FROM

Lippincott

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By ALICE P. MILLER. Illustrated by Charles Geer. The hilarious adventures of a would-be glamorous movie star, thirteen years old, and the difficult decision she has to make.

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TALKING SHOP

BY RICHARD J. HURLEY

Supervisor of School Libraries
Fairfax County School Board
Fairfax, Virginia

The plans of CLA to issue a handbook for elementary school libraries will profit by a 1961 publication from The Scarecrow Press, *Elementary School Libraries* by Jean Elizabeth Lowrie, Associate Professor of Librarianship at Western Michigan University. In this doctoral study she selected ten school systems and noted how successfully they put into practice the general principles of school librarianship. Chapters deal with curriculum enrichment experience and reading guidance in grades 4-6. Also proper attention is given to library instruction, teacher-librarian cooperation, auxiliary programs as student assistants and A-V services, the role of the administrator, community relationships and requisites for continued service. It is well done and worth the six dollars. It also focuses attention upon her contribution "Elementary School Libraries Today" in *New Definitions of School Library Service*, papers given at the 24th Annual Conference of the Graduate Library School of the University of Chicago. For the student of school librarianship this is a valuable collection dealing with educational goals, the adolescent, new media, the role of the federal government (this by Mary Helen Mahar) public library relationships which are especially important for Catholic parochial schools, and a concluding article on excellence by Dr. Henne of Columbia. For \$3.75 there is much to mentally chew on during the forthcoming winter evenings. We casually picked up a new publication *School Library Services* by the Council of Chief State School Officers (35 cents) dealing with the responsibilities of State Departments of Education. All but two states have laws or regulations placing the responsibility for school libraries in state departments of education. A statement, "Philosophy of the School Library" should be memorized by every librarian and placed in the office of every administrator. It stresses the centralized library as a center for providing materials essential to an effective curriculum. Much of the material in the pamphlet provides guidelines for school library supervisors and head

librarians at the grass-roots level. Another help is a filmstrip of 63 frames in color with a manual on *Remodeling the Elementary School Library*. Based upon actual experiences in Baltimore County, Maryland, it shows how classrooms, cloak rooms, stair wells and the like can be made into workable libraries with space to seat the largest class, to house at least five books per pupil and equipment needed for efficient operation. The ALA has given elementary libraries another help along the road.

Diocesan papers have been featuring a new paperback venture *Catholic Heritage Reading Program* sponsored by Catholic Book Reporter. In an impressive brochure, the program, selection, operation and cost are clearly outlined. It is, briefly, a four-year high school program with books in eight categories—Mass, Morals, Christology and Mariology, Biography, Church History, Bible, Apologetics and Literature priced 20 per cent below list. Bishop Wright heads the Editorial Board. To help youngsters build a personal Catholic bookshelf will have the enthusiastic support of every librarian. Information can be secured from Catholic Book Reporter, 370 Seventh Ave., New York 1, New York.

Another venture which will have the blessing of librarians is Signal Books from Doubleday, a series of which five are available and five more due this Fall, based on fourth grade vocabulary but with mature subjects and designed for the reluctant reader, especially boys. While we might be tempted to leave this area of reading to remedial reading teachers, the librarian has a real responsibility as well as a golden opportunity. We saw them in use this summer and with happiest results. A brochure is available describing the project with the attractive volumes costing only \$2.50 each.

In case you missed it, our beloved Hilda Van-Stockum contributed an article "Storytelling in the Family" in the June 1961 *Hornbook*. And belated orchids to Peggy Sullivan for her article in a previous issue of *Hornbook* on Teddy Roosevelt and childrens books.

For Information Concerning Membership in the Catholic Library Association write to:

Catholic Library Association
Villanova, Pennsylvania

BOOK REVIEWS

BOWMAN, Walter Parker, and BALL, Robert Hamilton. *Theatre Language: A Dictionary of Terms in English of the Drama and Stage from Medieval to Modern Times*. New York, Theatre Arts Books, 1961. 428 p., \$6.95.

More than 3,000 terms are explained briefly and clearly in this volume. The arrangement is simple (absolutely alphabetical), the type is of a good size, and the entries include "technical terms (lobsterscope, traveler), standard non-technical terms (soliloquy, understudy), and slang, jargon or cant (Annie Oakley, the deck)." The concentration is on drama as against opera or vaudeville or the dance, but certain key terms from other areas are included "because they have contributed language to the legitimate theatre," (p. ix).

The book is chiefly useful as a quick reference to the general application of a term and (sometimes) the period in which it was current. If you want to know what a surf is, or an orange girl, or a house seat, or a *regisseur*, you will find out swiftly and reliably here. Some of the definitions of complicated matters (drama of ideas, Stanislavski Method, living newspaper), are models of concision and accuracy, though they are not intended, of course, to be exhaustive.

The value of the book would be greater for students if more attention had been paid to origins. It is rewarding to find (p. 406), that the word "turkey" is applied to an unsuccessful play because there was once a custom of presenting "weak Thanksgiving productions which the public patronized as an annual tradition"; but it is disappointing not to be told why a "tormentor" is so-called, especially since the College Edition of *Websters New World Dictionary* proposes an explanation.

But the compilers live up to the limits set down in the preface and obviously such a work cannot do everything. Of particular interest to students and librarians is the rundown (pp. vii, viii), of titles of other works of the same sort.

LEO BRADY

Department of Speech and Drama
Catholic University of America

LOWRIE, Jean Elizabeth. *Elementary School Libraries*. 61-8713. New York, Scarecrow Press, 1961. 235 p. \$5.00.

The need in elementary schools for enriched library programs, maintains the author, is widely recognized. But since there is also a good deal of uncertainty about their implementation, she describes in detail how some of the better school librarians have established theirs. From a number of library systems recommended as outstanding by experienced administrators, she visited and studied in depth, ten, and it is on these that she reports. She concentrates on the following areas: curriculum enrichment, reading guidance, library instruction, the teacher and the library, auxiliary program aids (publicity, schedules, students assistants, A-V services and physical quarters), early elementary library experiences, the role of the school administrator and community relationships. She concludes with a list of children's books mentioned in the text, a bibliography and a very full index.

Perhaps the best qualities of this work are its clarity and orderliness. On the other hand, it has little which would not be familiar to the librarian who keeps up with the literature, although I believe that the chapter on community relations is probably an exception in this regard. It does however fulfill its purpose very well, to present a detailed, concrete picture of good elementary school library programs at work.

It will then be of greatest value as collateral reading for teachers, administrators and beginning school librarians who want a convenient and accurate description of what their libraries should be like. It would be a worthwhile acquisition for any library science or education department collection.

GERARD J. DALCOURT

School of Library Science
Villanova University

PARISH LIBRARY MANUAL
\$1.00
CATHOLIC LIBRARY ASSOCIATION
Villanova, Penna.

Children's Catalog, edited by WEST, Dorothy Herbert and SHOR, Rachel. 10th edition, New York: The H. W. Wilson Co., 1961. 915p., plus annual supplements through 1965 (adding 1125 titles). \$12.00 (foreign \$15.00).

Each *Children's Catalog* as it comes from the publisher becomes the most valued reference tool of school and public librarians working with children. The reason is easy to see for the selection of books represents the judgment by voting of 23 specialists. The individual librarian can be sure in purchasing books from this list.

The 10th edition, dated 1961, replacing the 1956 edition, is a selected list of 3,310 titles, of which 731 books are single-starred for second purchase and 370 double-starred for first purchase. As a departure in this edition there are no "noted" (i.e., partially listed) titles at the end of classes as the consultants felt these books were often lost and of limited usefulness. Also in this edition cataloging of books is made on the author's name as it appears on the title page with references to other name forms. As a cataloging aid this edition includes recommended subject headings based on the 8th edition (1959) of *Sears List of Subject Headings*

and suggested classification based on the 8th abridged edition (1959), of *Dewey Decimal Classifications*.

As in the previous edition the *Catalog* is divided into four parts. Part 1 is a Classified Catalog with complete bibliographical information, with suggested subject headings, grading, analytics, and annotations with notes. Part 2 is an Alphabetical Index with author, title, subject, and analytics in dictionary form, contain entries for joint authors, illustrators, editors, and compilers as well as subjects and titles for books and parts of books. This is a key to the contents of Part 1. Part 3 is a List by Grades. Part 4 is a Directory of Publishers, giving full name and address of each as an aid to ordering.

This is a beautifully published book. It is so strongly bound that it may even be used by children without fear that the binding will break. Because the pages are planned well and because different sizes of type are used to indicate the importance of certain points I am sure that even the young ones may find what they are looking for. The annotations are taken from the best reviewers for children's books. Especially helpful is the listing of the best editions of the standard books. The book is covered with

Devauchelle, Roger

La Reliure en France de ses origines a nos jours

Volume 1: Des origines a la fin du XVIIe siecle.

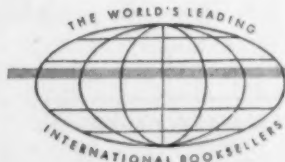
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bright red buckram, unfortunately a change from the maroon of the previous edition.

In this book the experienced librarian has a reference book for purchasing and cataloging books, a book to answer all the questions of the young minds. In weeding out libraries and in replacing books the librarian can find out what books are still in print. In this book the inexperienced librarian has the advice of experienced librarians right at hand to consult for book purchases, for cataloging, for reading guidance, for sensible book selection.

While school librarians in parochial schools and public librarians working with Catholic school children will be delighted with this edition of *Children's Catalog*, I feel that it would be just a bit more valuable as a reference tool for Catholic children if the Catholic equivalents were listed. I note that there is a Catholic version of the Bible, but I wish that there were Bible Stories listed for Catholic children. I wish that there were some juvenile biographies of Saints such as Bruce, Kenedy, and Farrar, Straus and Cudahy publish. St. Francis, St. Nicholas, and St. Patrick are listed; in *Collective Biography* others are listed, but there is little else. The subject heading, Christianity, seems too general for an analytic on *Life Magazine's The World's Great Religions*, especially since Sears lists Catholic Church 282, Catholic Church in U.S. 282, and Papacy 262.

This is a small quarrel, a gentle criticism particularly since there are so many books that are listed which Catholic children should read; still since there are millions of these children and hundreds of librarians working with them, a solution should be worked out. I suggest that a consultant from the Catholic School System be chosen for the next edition. I would not suggest a Catholic Supplement such as there is for the *Standard Catalog for High School Libraries*. Perhaps this consultant might be used to urge the inclusion of some Catholic titles which would be the equivalent of those voted on by the 23 consultants in the matter of religion, biography, fiction, and history.

As a service to the purchaser a set of Wilson printed catalog cards is supplied with this book. This is most helpful. Would it not be worthwhile, too, to list the Wilson cards which are available for books listed in the *Children's Catalog* as they are in the *Standard Catalog for High School Libraries*.

I recommend this *Catalog* most highly.

REV. NICHOLAS J. McNEIL, S.J.
Cheverus High School Librarian
Portland, Maine

OBITUARY

FATHER BEDE GALE, O.S.B., who helped produce the second edition of "An Alternate Classification For Catholic Books," died at St. Leo College in Florida, following a long illness. A native of London, England, and born into the Anglican faith, Father Bede became a Catholic under the influence of G. K. Chesterton.

Father Bede came to the United States from Canada, and worked for the diocese of Greensburg, Pennsylvania, where he assisted at the Immaculate Conception parish in Irwin, Pennsylvania.

The 46-year-old priest helped to reclassify and re-catalog the library at St. Vincent College and for some time was a special cataloger for the Sixteenth Century Books at Mullen Library of the Catholic University of America in Washington, D.C.

An authority on heraldic design, Father Bede designed the St. Leo College seal and coat of arms. He was working on an illuminated manuscript at the time of his illness.

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AVAILABLE

A ten-year (1950-1960), complete, but unbound accumulation of the *London Times Literary Supplement*, and the *Manchester Guardian* is available as a donation to a Catholic college library. Write: William J. Knightley, Wilson College, Chambersburg, Pennsylvania.

(CANFIELD . . . Continued from Page 80)

5. "We don't have an orderly plan for our work. There is no time schedule. We don't know when we are supposed to have our job done."

6. "We have too many committees. They are always bumping into one another and we get all fouled up."

As helps in resolving these bottle-necks and leveling these obstacles, the authors mention a series of principles that should make group work more effective. I'll mention just a few:

1. The principle of purpose.

"Effective committees have a clear statement of purpose and a clear understanding of their purpose or job assignment."

2. The principle of proper personnel.

"Behind this principle is the conviction that when we are building a committee we are building a *work group*. To become an effective work-group we must, as individuals, accept responsibility and devote our energy to the task at hand. We must place accent on the skills of cooperation and the arts of collaboration."

3. The principle of planning.

"Behind every productive committee is a plan. Because so much of the job is done in an informal setting and atmosphere it may appear to be casual. This is far from the truth. Every series of committee meetings must unfold with a logical sequence and continuity as a controlling influence."

4. The principle of preparation.

"If we are to do any job well we must prepare ourselves in advance. People who are prepared produce. People who are unprepared waste time. Last minute, thrown together committee meetings usually fail."

5. The principle of facts first.

"As obvious as this may seem here we have a principle frequently misunderstood or even ignored by committee. Instead of starting with a look at the facts these committees start with opinions, suggestions, experience, even motions, and work backwards to the facts."

Purpose, proper personnel, planning, preparation, facts first—these are principles that will go far in achieving the objectives of our local and regional units—and the national association as well.

We can all dedicate ourselves here at this pre-conference to the ideals and goals of the Catholic library profession. And we can all sharpen our awareness of the techniques and attitudes that will bring them into reality.

May we prosper and be blest in the doing!

(EISENHART . . . Continued from Page 84)

which provide for assembling literary units disregard this fine point, bringing all editions and translations together without considering the validity of the language as a medium for liturgy. (But the Vatican rules provide for translations into Slavic languages while saying nothing about translations into other languages. Does this mean that these rules do not recognize other translations as liturgy and that they should be entered under the translator as "author"?).

"It would seem logical, as well as convenient, that the assembling title be given in the official language of the liturgy. The ALA practice, which uses English for books of the Latin rite when there is an accepted English title and Latin otherwise, has little to commend it. Equally difficult to defend is the Vatican's use of made-up Latin titles for books of the Orthodox Eastern Church. These considerations may be summarized:

Prefer the traditional title, whether use as main entry or as subheading, in the official language of the liturgy.

This means Latin for Roman Catholic liturgical books, Greek for books of the Orthodox Eastern Church, and the vernacular where that is appropriate, as in the official orders of worship of national churches.

"While this paper has been limited to a discussion of rules for main entry, it may be pertinent to point out that in special libraries one person is commonly responsible for both descriptive and subjective cataloguing, as well as for classification. Since he must identify and relate editions as part of his subject work, there is no economy in not recording this information to the fullest extent of its usefulness in the main heading. Moreover, the readers who patronize special libraries are usually well-informed; they can be scathingly critical of inaccuracies of ineptness in cataloguing, and the cataloguer is sensitive to their opinion. Special libraries have a

valuable contribution to make to union catalogues. It is important, therefore, that the standard code for main entry be one which they can respect and accept.

"It remains to comment briefly on a few special problems in cataloguing sacred books. In general, the rules for anonymous classics apply, including rules for choice of language in the main heading, references from other well-established forms of the name in the same or other languages, transliterations, etc.

Bible cataloguing

"The most difficult problem in Bible cataloguing yet to be resolved is that presented by the "Deutero-canonical books" or "Apocrypha," those books included in the Septuagint-Vulgate but not in the Jewish-Protestant canons. If these are entered as books of the Old Testament, Protestant libraries will be obliged to insert some such qualification as "Apocrypha" before the name of the book in the heading. If such a term is already inserted, as at present on Library of Congress printed cards, then Catholic libraries must cross out the offending phrase. On balance, it is perhaps easier to cross out than to insert, but it is difficult to see a solution which will satisfy both Protestants and Catholics when the difference is so fundamental.

"There is also some disagreement on names of the books of the Bible. English and American usage has generally preferred the King James Version as its authority. The Vatican rules (202) provide a list of names as fixed by the official Latin edition. Kapsner's list is largely in English, but the Catholic version chosen as authority is not named. It is rather surprising to find that the Prussian Instructions (224) choose the Vulgate rather than Luther's Bible as their norm. The Latin of the Vulgate does have the advantage for international use of being an international language.

"One other group, which we may call "semi-sacred books," needs attention. These are those ancient books called "Pseudepigrapha" by Protestants and "Apocrypha" by Catholics, which are associated with the names of Biblical characters, but are not recognized by either Catholic or Protestant canons. There appears to be no

good reason for entering this kind of literature under Bible as the ALA rules do (34). They may more properly be considered "anonymous classics" and entered under their conventional titles as directed by the Vatican rules (214). Compilations, whose content may vary greatly, are best entered under compiler or title according to rules governing choice of entry for compilation (cf. Lubetzky 4a)."

(DESROCHERS . . . Continued from Page 96)

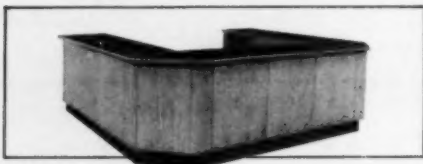
A Philosophy of Education

A Philosophy of Education, what is it? First it is a theory, a unified knowledge, a consciousness of this unity. Secondly, it is a motivation, an idea. Thirdly, it is a discipline, a balance, a sense of direction.

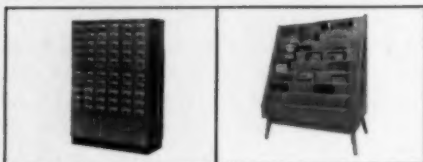
Librarianship is a humane art, not a mechanistic science. . . . Librarianship is a calling, similar to the ministry, that gives rich returns to those who give their lives to it, and the spiritual rewards of librarianship should not be minimized in this time of emphasis on rising salaries, new buildings, and all the physical aspects of your work. . . . Books are basic and people are good, and to work with them both is the best of all lives. . . . A person truly becomes a librarian, not when he is a certified graduate of a library school, or has finished X-number of years of work, but rather at that time when he speaks with inner or outer voice and says: "This work with books and people is the best of all work—I do it because I live it—and want to go on doing it till I die" . . . These things need to be said over and over: Librarianship should be a hard discipline, demanding concentrated study and work in the field; and it should be a continuing discipline, a matter of lifelong learning. Librarianship should be as consuming or calling as the ministry and medicine, to which its servants dedicate and give their lives, and in the giving find themselves, renewed and reborn even as they are consumed—a consummation devoutly to be taught.*

* Lawrence C. Powell, *A Passion for Books*. (Cleveland: World Publishing Co., 1958), pgs. 155, 167.

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(ROSEN . . . Continued from Page 100)

American education as teachers. It is about time we permitted all librarians to share the same benefits as teachers—particularly the newer benefits which have accrued from our present national concern with science education.

Your Conference theme: "Charting Truth: the Function of the Catholic Library" is a most appropriate auspice for my remarks. For a young person who, through his reading, has learned what science is all about knows that the scientist dedicates himself to a charting of truth. Not only do scientists spend their lives separating the basic truths of nature from apparent or temporary truths, but they must decide upon commonly accepted criteria for the recognition of these basic truths. Science is one of the great levelers in our culture. Scientific truth bows to no authority dictated by social or economic theory. Scientific truths may be discovered by whites or negroes, Americans, Russians, Japanese, or Eskimos, Catholics, Mohammedans, Protestants, Jews, or Pagans.

And science is a human endeavor, carried on by humans. In its methodology are mixed the elements of logic, intuition, and revelation. Scientists are human beings, perhaps with special orientation in the ways they think about nature, but subject, nevertheless, to the same human frailties and strengths as the rest of us.

And it's you, the librarians, who are in charge of the weapons that can best defeat the superstitions, fears, and misunderstandings about science and the scientist. The weapons are the wonderful books on your library shelves; the books in which the ways of science and scientists come alive and exciting for our young readers. Remember, you and I are working in the most durable field of human endeavor—the world of ideas. In science, as in all other fields of intellectual discipline, ideas survive; all else is ephemeral. And the permanence of human ideas is not new; the Greek poet Callimachus wrote of it over two millenia ago:

They told me, Heraclitus, they told me
you were dead;
They brought me bitter words to hear and
bitter tears to shed,
And I wept, as I remembered, how often
you and I

Had tired the sun with talking and sent
him down the sky.
And now that you are lying, my dear old
Carian guest,
A handful of dead ashes, long, long ago
at rest,
Still are all your nightingales, your
thoughts and words, awake;
For Death, he conquers everything, but
them he cannot take.

(BERENICE . . . Continued from Page 113)

Points out the necessity to find a child's potential and help him achieve it.

Karr, Marion.

Nursing responsibilities in cerebral palsy. *American Journal of Nursing*. 46:469-474, July 1946.

Helpful to nurses in giving care or teaching families of severely handicapped children.

Martin, R. V.

An analysis of the needs for the cerebral palsied in a representative suburban county and a plan for their management. *New York State Journal of Medicine*. 52:2154-2156, September 1, pt. 1, 1952.

For those interested in evaluating or instituting new service.

Misback, Peggy S.

The role of speech therapy in a coordinated program for pre-school children having cerebral palsy. Part II. The child with cerebral palsy and his need for speech and language. *Georgetown University Medical Center Bulletin*. 8:207-14, July 1955.

Excellent.

. . . Part III. The habilitation program at the District of Columbia Society for Crippled Children. Special reference to the role of speech therapy within the total program. *Georgetown University Medical Center Bulletin*. 9:21-7, September 1955.

Perlstein, M. A.

Infantile cerebral palsy, classification and clinical correlations. *American Medical Association Journal*. 149:30-34, May 3, 1952.

Excellent discussion.

Phelps, W. M.

Dietary requirements in cerebral palsy. *American Dietetic Association Journal*. 27:869-870, October 1951.

The often neglected nutritional needs and unnecessary nutritional handicaps of these children.

Richardson, T. A.

Cerebral palsy. *Canadian Nurse*. 51:351-3, May 1955.

Discussion of incidence of cerebral palsy in Alberta, New Brunswick, and resources used to aid several children whose case histories are discussed.

Schlesinger, E. R., Chase, H., and LeBoeuf, C. Evaluation of mandatory reporting of cerebral palsy. *American Journal of Public Health*. 44:1124-1133, 1954.

Helpful to areas considering establishment of reporting of cerebral palsy.

Schwartz, F. F.

Physical therapy for children with cerebral palsy. *International College of Surgeons Journal* 21:84-86, January 1954.

Brief but includes good diagrams.

Schwartz, R. P., et al.

Motivation of children with multiple functional disabilities: Hartwell method. *American Medical Association Journal*. 145:951-955, March 31, 1951.

Discussion of aids to motion and self expression including eight photographs of gadgets to assist these children.

Steward, Mary.

The child with cerebral palsy and the nurse. *American Journal of Nursing*. 52:1228-1231, 1952.

The nurse first must know what the average child of this age is like, then she must understand cerebral palsy and know the individual child's limitations and special needs, and finally, be prepared to practice what she knows in all phases of her work with the cerebral palsied child.

Symposium on cerebral palsy. Part I. Obstetrical factors in cerebral palsy, by G. W. Anderson. *Journal of Pediatrics*. 40:340-375, March 1952.

Resource on causes.

Symposium on cerebral palsy. Part III. Early detection of cerebral injury, by J. G. Hughes. *Journal of Pediatrics*. 40:606-620, May 1952. Discussion of diagnosis of interest to the advanced nursing student.

Symposium on cerebral palsy. Observations on

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causes of cerebral palsy based on postmortem findings in newborn infants, by J. B. Arey. *Journal of Pediatrics*. 40:621-625, May 1952.

Symposium on cerebral palsy. Speech therapy in cerebral palsy, by M. F. Palmer. *Journal of Pediatrics*. 40:514-524, April 1952.

Symposium on cerebral palsy. Speech therapy in cerebral palsy; follow-up of children with cerebral palsy, by R. K. Byer. *Journal of Pediatrics*. 40:631-633, May 1952.

Advanced discussion.

Wells, J. C.

Speech therapy. *Canadian Nurse*. 53:522-4, June 1957.

Speech therapy in the Central Palsy Center of Saint John, New Brunswick. Includes the causes of speech defects in the child with cerebral palsy.

(HINDMAN . . . Continued from Page 114)

has grown to the point that organization is necessary. The association is in its infant stage and the members are relatively few, but there is a promise of expansion. With almost one hundred parishes in St. Paul and Minneapolis, plus the surrounding area, there is an opportunity for a real Parish Library Association.

One of the main objectives of the Association is to provide help for pastors and laity who wish to begin a parish library. Services of this kind have already been provided. In addition, talks about parish libraries have been given to stimulate enthusiasm. These programs will be a regular feature of the Association.

Parish librarians must consider the great apostolate in which they are engaged. It is their duty to interest pastors and parishioners in this work which should be an integral part of every parish. The situation as it now stands presents a challenge—a challenge to be met by the lay apostolate.

**GUIDE TO
CATHOLIC LITERATURE**
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Liturgy

The Proceedings for the 21st annual North American Liturgical Week, held in Pittsburgh, Pennsylvania, in August, 1960, is now available from the Liturgical Conference (3428 Ninth Street, N.E., Washington 17, D.C., \$3.00 to non-members). The theme, "The Liturgy and Unity in Christ," is a timely one and a response to Pope John XXIII's call to "make every effort to remove the scandal of disunity among those who profess faith in Christ."

Newman Diaries

This past summer, Nelson announced a project covering publication of the entire "Letters and Diaries of John Henry Newman" to be issued over a period of 20 years. The Reverend C. S. Dessain, superior of the Brompton Oratory in Birmingham, England, which was founded by the Cardinal, is editing the volumes. Approximately 20,000 letters written by Cardinal Newman are still extant. The first volume, which will be ready this fall, will include letters and extracts from Newman's diaries written between October, 1845 and December, 1846.

Episcopal Powers

The July, 1961 issue of *The Jurist* includes an article by F. Donald Logan on "The 1875 Statement of the German Bishops on Episcopal Powers." The article reproduces the complete text (in English translation) of Pius IX's apostolic letter, *Mirabilis illa constantia*, issued on March 2, 1875, to give the pope's unconditioned approval to the statement by the German bishops.

Latin America

Boletín Informativo, now in its fifth year, is a monthly newsletter published by the Latin American Bishops' Council (CELAM). Subscriptions may be placed with CELAM, Apartado Aéreo 52, Bogota, Colombia, for \$4.00 a year (\$6.00 by airmail).

A Scrutiny of Cultures

The May, 1961 issue of the *ADL Bulletin* gives a summary of the Catholic-Jewish symposium held at Loyola University, Chicago, un-

der the joint sponsorship of Loyola University and the Anti-Defamation League. Bishop John J. Wright of Pittsburgh, Senator Eugene McCarthy of Minnesota, Professor Oscar Handlin of Harvard University, and Editor Philip Scharper were among those who participated.

Fiction Check-List

The Parish Library Section of the Michigan Unit of the Catholic Library Association has just issued a moral evaluation check-list of approximately 5,000 fiction titles published during the years 1940 to 1960. These evaluations have been compiled from recognized Catholic critical journals. Copies may be purchased from Mrs. Milton Young, 31320 Pierce Avenue, Birmingham, Michigan, at \$1.25 each postpaid.

Periodical Notes

On July 9, the New York *Herald Tribune* Sunday book review section returned to its former separate tabloid section devoted completely to books. For some months previous to that date the book reviews had been relegated to the latter part of the *Lively Arts* which covered theater, art, and related news. The reinstated Books section will regularly feature a list taken from the current *ALA Booklist* and *Subscription Books Bulletin*.

Coronet ceased publication with its October issue. The 25-year-old digest had a record circulation but rising costs and a decline in advertising made continued publication impractical.

Continental Classroom

This fall, Holt, Rinehart, and Winston are participating in two television series by publication of the books to be used as texts. NBC's Continental Classroom will base its course in American Government on the text by Peter H. Odegard who will teach the course. Professor John W. Dodd's *American Memoir* will be the basis for an analysis of our culture from 1900 to the present sponsored by the National Education Television and Radio Center project.

Library Statistics

The Library Services Branch of the U.S. Department of Health, Education, and Welfare is doing a magnificent job in presenting a statistical description of collections, personnel, and expenditures in academic libraries. The advance

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MEMO FROM THE ADDRESSOGRAPH DEPARTMENT

Anyone sending a change of address or a change of personnel for any of the mailing lists is asked to include the old address or the name of the former administrator, supervisor or director, whichever may be the case. This will facilitate the rapid handling of the change and enable you to receive all mail promptly.

analytical report, *Library Statistics of Colleges and Universities, 1959-60* (available in time for the ALA Conference in Cleveland) is based on actual returns from an impressively high per cent (95) of the institutions of higher learning in the United States. The survey of the 1,951 libraries covered, indicates that many libraries in all categories are inadequately supporting their institutional programs. We would urge full cooperation with all questionnaires emanating from the Library Services Branch. Every Catholic library should be represented in these reports.

Book Week

Hurray for Books! is the slogan for the forty-third annual observance of Children's Book Week to be celebrated from November 12 through 18 this year. Peter Burchard has created a delightful full-color poster for the festival week. Streamers by Ruth Carroll, Ezra Jack Keats, and Arthur Marokvin add much to give this year's Book Week a wholesome and stimulating tone which has sometimes been lacking in these observances. The Basic Book Week Kit is available at \$1.00 from The Children's Book Council, Inc., 175 Fifth Avenue, New York 10.

NDEA Title VII

The New Media in Education is a report of the Western Regional Conference on Educational Media Research held at Sacramento, California, April 20-22, 1960, edited by Jack V. Edling. Jointly sponsored by Sacramento State College and the California State Department of Education in cooperation with the U.S. Office of Education, the conference was held "to review and help chart future directions in research, experimentation, and the dissemination of information relative to the new instructional media" with particular reference to Title VII of the National Defense Act. Copies of the report are available at 50 cents each from Sacramento State College Foundation, 6000 Jay Street, Sacramento 19, California.

Rerum Novarum

The March-April issue of *Vita e Pensiero*, published during the summer, is a commemorative issue for the seventieth anniversary of Leo XIII's *Rerum Novarum*.

(EDWARD . . . Continued from Page 123)

To aid in book selection in parish, college, and high school libraries, a moral-evaluation check list of about 5000 fiction titles published during the past 20 years is being compiled from recognized Catholic critical journals by the Parish Section of the MICHIGAN Unit. Also in the 8x10-inch booklet will be included titles of book-club selections of earlier years. Orders may be sent to Mrs. Milton Young, 31320 Pierce, Birmingham.

Beginnings . . .

Sister Agnes Ann, C.S.A., St. Mary's Springs Academy, Fond du Lac, is writing the history of the WISCONSIN Unit to commemorate its 25th anniversary. Recounting its beginnings, Sister M. Idelphonse, S.S.N.D., Academy of Our Lady, Chicago, and in 1936 librarian at Messmer High, Milwaukee, recalls her interest in the mid-year meetings of CLA in Chicago, and in the organization of the ILLINOIS Unit. With the encouragement of Father Peter Etzig, C.S.S.R., then President of CLA and librarian of the Redemptorist Fathers' Seminary, Oconomowoc, Sister sent out announcements of an organizational meeting to be held March 10, 1936. Sixty-two librarians, superiors, priests, and teachers from colleges and high schools in the area responded; and Father Etzig told them of the history, ideals, aims, and activities of CLA. Three months later Father was drowned in Lac La Belle, Oconomowoc. When the Unit was formed, Sister M. Idelphonse was elected first chairman.

The April, 1961, issue of the PHILADELPHIA AREA Unit Newsletter records the origin and progress of the Annual Author Luncheon, giving the names of the honorees, year by year.

The May, 1961, NORTHERN OHIO Unit Newsletter paid tribute to several outstanding members, including Father Luke Yaeger, O.S.B., Unit Chairman, and National Chairman of the HIGH SCHOOL LIBRARIES SECTION, and to Father Francis X. Canfield, President, CLA, who had been guest speaker at their Silver Anniversary meeting, St. John's, Cleveland, February 22.

They say it pays to . . .

A feature page of special interest in the June

1961 Notes and Quotes of the NORTHERN CALIFORNIA and SOUTHWEST Units gave resumes of significant articles in educational periodicals. Their treasure store of sources for pertinent information and free materials continues to be of interest and value.

That's all for now. "News" of what's going on in the high school world and reports of CBW and CPM will have to wait for another issue. As for the SLA's, the fulfillment of my promise printed in the April column and demanded by the full-bodied April issue of the CSLAG Newsletter, WISCONSIN Unit, needs a special column.

Won't you please send in information, complete information, while it is still NEWS? Rather, so that it will be NEWS when it appears here in print? Please add my name to the mailing lists of your regular newsletters or bulletins. Thank you!

(EULBERG . . . Continued from Page 102)

cataloging. Subject headings are typed on cards duplicated with this statement: "Material on this subject may be found in the information file."

Weeding. House cleaning is necessary for the information file because the average life of clippings is short and pamphlets and pictures, which frequently serve their purposes longer, may need attention. So that the file may not become unwieldy or congested, superseded matter should be discarded and worn material mended or discarded. Naturally, if all material from a folder is withdrawn, the catalog card must be withdrawn, and also the subject from the authority list.

Circulation. Now if the file is to be useful to the fullest, its contents must circulate and some provision must be made for the loan of material. Large envelopes can be used so that no loose clippings will be lost. A definite color, or size, of card may be chosen to tally the borrower's name, subject, amount of material charged, and the date due.

Conclusion. Something really useful sells itself. The file can be the mouthpiece of the library. If it is, the theory of the library school that the standard of the high school be judged by the caliber of its information file will no longer be a delightful challenge—it will be a challenged delight.

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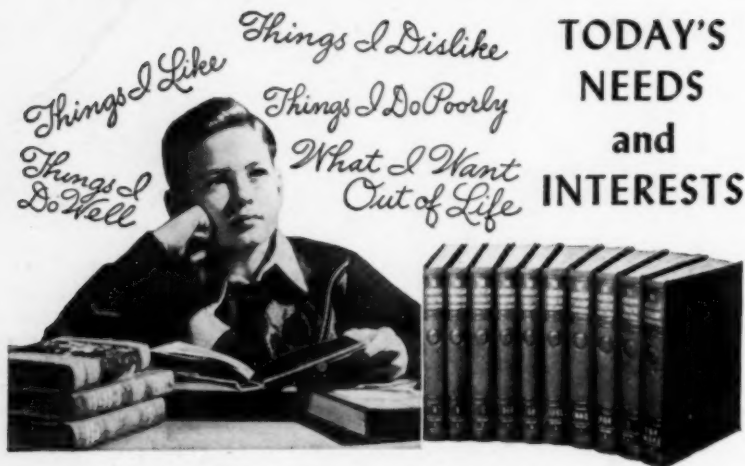
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